

**TEACHERS' PERCEPTION ON THE USE OF ENGLISH  
TEXTBOOK IN TEACHING ENGLISH  
AT SMA NEGERI 1 SOSOPAN**



**Thesis**

*Submitted to English Educational Department of State Islamic University  
Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of  
the Requirement for the Graduate Degree of Education (S.Pd) in English  
Department*

**Written By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
OF SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

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*Assalamu'alaikum wr. wb.*

After reading, reviewing and providing suggestions for improvements to the thesis on behalf of **NELMAWATI**, entitled "*Teachers Perception On The Use of English Textbook in Teaching English At SMA Negeri 1 Sosopan*", so we declare that we have a Bachelor of Education degree (S.Pd) in English Teaching and Training Faculty in University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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Thus we convey, for your attention we thank you.

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**LEGALIZATION**

**Thesis** : **Teachers' Perception on the Use of English Textbook in Teaching English at SMA Negeri 1 Sosopan**

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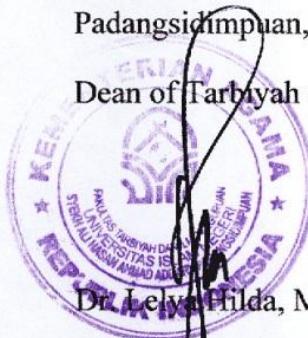
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## ABSTRACT

**Name** : Nelmawati  
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**The Title of the Thesis** : **Teachers' Perception On The Use Of English Textbook In Teaching English At SMA Negeri 1 Sosopan**

This study is intended to investigate the teacher's perception on the use of English Textbook in teaching English at SMA Negeri 1 Sosopan. The teacher's perception in the use of English Textbook are 1) The teacher still use textbook in teaching English include books that are easy for students to understand and sometimes the teacher use other media according to the material to be studied, 2) The other teacher also use English textbook in teaching English because it helps the teacher does not need to search the material because already in the textbook, but the teacher's perception sometimes the use of English textbook make the students bored.

The purposes of this study are to investigate the teachers' perception toward the use of the English textbook in teaching English at SMA Negeri 1 Sosopan and to find out the teachers' obstacles in selecting and applying the English textbook in teaching English at SMA Negeri 1 Sosopan. This study use qualitative research, Qualitative data consists of information that the researcher gather through interview and observations. Respondents in this research are two English teachers that teaching in SMA N 1 Sosopan. The techniques that the writer used to collect the data of this study are interview and observation. Based on the result of the interview and questionnaire, done by the researcher about Teachers' Perception English Textbook in teaching English at SMA Negeri 1 Sosopan, the research can conclude as follow:

1) The reason teachers using English Textbook because teachers involved easier in delivering learning material and students can repeat the learning material at home. Also the Government recommended it as long as Home-based learning is still being implemented. 2) Teachers' gave agree perceptions about the effectiveness (Usefulness, Ease of Use, Ease of Learning, and Satisfation) of using English Textbook in teaching English in SMA Negeri 1 Sosopan.

**Key Words:** *Teachers' Perception, English Textbook, Teaching English*

## ABSTRAK

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**Judul Skripsi** : Persepsi Guru Tentang Penggunaan Buku Teks Bahasa Inggris Dalam Pengajaran Bahasa Inggris Di SMA Negeri 1 Sosopan

Penelitian ini dimaksudkan untuk mengetahui persepsi guru tentang penggunaan Buku Teks Bahasa Inggris dalam pengajaran Bahasa Inggris di SMA Negeri 1 Sosopan. Persepsi guru dalam penggunaan Buku Teks Bahasa Inggris adalah 1) Guru masih menggunakan buku teks dalam mengajar bahasa Inggris termasuk buku-buku yang mudah dipahami siswa dan terkadang guru menggunakan media lain sesuai dengan materi yang akan dipelajari, 2) Guru lain juga menggunakan buku teks bahasa Inggris dalam mengajar bahasa Inggris karena membantu guru tidak perlu mencari materi karena sudah ada di buku teks, tetapi persepsi guru terkadang penggunaan buku teks bahasa Inggris membuat siswa bosan. Tujuan dari penelitian ini adalah untuk menyelidiki persepsi guru terhadap penggunaan buku teks bahasa Inggris dalam mengajar bahasa Inggris di SMA Negeri 1 Sosopan dan untuk mengetahui hambatan guru dalam memilih dan menerapkan buku teks bahasa Inggris dalam mengajar bahasa Inggris di SMA Negeri 1 Sosopan. Penelitian ini menggunakan penelitian kualitatif, data kualitatif terdiri dari informasi yang peneliti kumpulkan melalui wawancara dan observasi. Responden dalam penelitian ini adalah dua orang guru bahasa Inggris yang mengajar di SMA N 1 Sosopan. Teknik yang penulis gunakan untuk mengumpulkan data penelitian ini adalah wawancara dan observasi. Berdasarkan hasil wawancara dan angket yang dilakukan oleh peneliti tentang Persepsi Guru Buku Teks Bahasa Inggris dalam mengajar Bahasa Inggris di SMA Negeri 1 Sosopan, penelitian ini dapat menyimpulkan sebagai berikut: 1) Alasan guru menggunakan Buku Teks Bahasa Inggris karena guru terlibat lebih mudah dalam menyampaikan materi pembelajaran dan siswa dapat mengulang materi pembelajaran di rumah. Juga Pemerintah merekomendasikannya selama pembelajaran berbasis rumah masih dilaksanakan. 2) Guru memberikan persepsi setuju tentang keefektifan (Kegunaan, Kemudahan Penggunaan, Kemudahan Belajar, dan Kepuasan) penggunaan Buku Teks Bahasa Inggris dalam pembelajaran Bahasa Inggris di SMA Negeri 1 Sosopan.

**Kata Kunci:** *Persepsi Guru, Buku Teks Bahasa Inggris, Pengajaran Bahasa Inggris*

## خلاصة

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الرقم	: ١٧٢٠٣٠٠٠٣٩
الكلية	: كلية التربية وتدريب المعلمين
القسم	: تعليم اللغة الإنجليزية
عنوان الأطروحة	: تصورات المعلمين حول استخدام كتب اللغة الإنجليزية في
تدريس	

اللغة الإنجليزية في مدرسة سوسوبان ١ الحكومية الثانوية

يهدف هذا البحث إلى تحديد تصورات المعلمين فيما يتعلق باستخدام كتب اللغة الإنجليزية في تدريس اللغة الإنجليزية في المدرسة الثانوية الحكومية ١ سوسوبان. تصورات المعلمين فيما يتعلق باستخدام كتب اللغة الإنجليزية هي (١) لا يزال المعلمون يستخدمون الكتب المدرسية في تدريس اللغة الإنجليزية، بما في ذلك الكتب التي يسهل على الطلاب فهمها وأحياناً يستخدم المعلمون وسائط أخرى وفقاً للمادة المراد دراستها، (٢) يستخدم المعلمون الآخرون اللغة أيضاً الكتب المدرسية الإنجليزية في تدريس اللغة الإنجليزية لأنها تساعد المعلمين على عدم البحث عن المواد لأنها موجودة بالفعل في الكتاب المدرسي، ولكن تصور المعلم هو أن استخدام الكتب المدرسية الإنجليزية في بعض الأحيان يجعل الطلاب يشعرون بالملل. تصورات لاستخدام كتب اللغة الانجليزية في تدريس اللغة الانجليزية بالمدرسة الثانوية الحكومية ١ الأدب والتعرف على المعوقات المعلمين في اختيار وتطبيق الكتب المدرسية الإنجليزية في تدريس اللغة الإنجليزية في مدرسة سوسوبان ١ الثانوية الحكومية يستخدم هذا البحث البحث النوعي، والبيانات النوعية تتكون من المعلومات التي يجمعها الباحثون من خلال المقابلات والملاحظات. كان المشاركون في هذه الدراسة اثنين من مدرسي اللغة الإنجليزية الذين قاموا بالتدريس في مدرسة سوسوبان ١ الثانوية. التقنيات التي يستخدمها المؤلف لجمع البيانات لهذا البحث هي المقابلات والملاحظة. بناءً على نتائج المقابلات والاستبيانات التي أجراها الباحثون فيما يتعلق بتصورات المعلمين لكتب اللغة الإنجليزية في تدريس اللغة الإنجليزية في مدرسة سوسوبان ١ الثانوية العليا، يمكن أن يخلص هذا البحث إلى ما يلي: (١) السبب وراء استخدام المعلمين لكتب اللغة الإنجليزية هو أن المعلمين يشاركون بسهولة أكبر في نقل المواد التعليمية ويمكن للطلاب تكرار المواد التعليمية في المنزل. كما توصي الحكومة بذلك بينما لا يزال التعلم من المنزل قيد التنفيذ. (٢) يعطي المعلمون تصوراً متفقاً عليه حول فعالية (الفائدة، وسهولة الاستخدام، وسهولة التعلم، والرضا) لاستخدام كتب اللغة الإنجليزية في تعلم اللغة الإنجليزية في مدرسة سوسوبان ١ الثانوية العليا.

الكلمات المفتاحية: تصورات المعلم، كتاب اللغة الإنجليزية، تدريس اللغة الإنجليزية

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Padangsidimpuan, Januari 2024

Nelmawati

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Textbook is a book contained the information of the subject matter in the school. The use of textbooks is basically based on the educational purposes referring to the curriculum. The curriculum that has been applied in Indonesia is curriculum 2013. In this curriculum, the educational paradigm has been shifted from the teacher centered to the student centered. The learners take more opportunity to seek the information independently from various sources including textbooks. For that reason, the textbook availability in the school becomes a requirement to build the classroom activities.

According to the regulation of the National Education Minister, the textbook's the reference book used in the schools should include learning materials in order to improve faith and piety, character and personality, the ability of maturing knowledge and technology, sensitivity and aesthetic ability, as well as physical and health potential that are compiled based on National Standards of Education. Also stated that books have the function as a stationary to write the important information and can be utilized in the human life.<sup>1</sup> In other word, textbook has strong effects on the student's skill development in their daily activities aspecially for English textbook. It

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<sup>1</sup> W. Suwarno, *Perpustakaan Dan Buku(Wacana Penulisan Dan Penerbitan)* (Jogyakarta: Ar-Ruzz Media, 2011)p.50.

should be useful, authentic, and relevant to the students' need in order to achieve the learning objectives.

English textbooks used in the school should be able to develop the student's ability to communicate in English orally or in written to increase the student's intellectual, social, and emotional aspect. Furthermore, English textbooks should be written in good English based on the rules of language and communication context and lead to the skills development (personal, social, and vocational) oriented in Science and technology development as well. The application of textbook in the school becomes a crucial thing that needs attention in order to achieve the objectives of education. The teachers and school take responsibility in selecting the appropriate textbook related to the syllabus of the school. While managing the classroom activities, the teachers might have some difficulties in using the materials from textbook considering the learner's capability and classroom advisability in learning. Every textbook has its strengths and weaknesses related to the materials, exercises, and activities. The textbook could not always be able to cover the whole learning materials and might fail to arouse the students and classroom needs. It may become challenges for teachers in choosing and applying the textbooks and fulfill the students' need in learning especially in teaching learning, especially in teaching learning English.

In the teaching learning process, the teachers have the ability to improve the students' attitudes and the classroom environment by planning

interesting teaching learning activities. The teachers' thoughts were influenced by their background knowledge and life experiences. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well. It involved the education process and boosted the students' ability in learning. Classroom environment should lead to a positive environment rather than a destructive environment that is not conducive to learning. For that reason, it was necessary to study about the teachers' perception of the English textbook used in learning English based on their experience in teaching learning process.

In applying the English textbook in the EFL classroom, there were some possibilities of the classroom situation in using the English textbook to teach English. Some of the English teachers' might be over relying on the textbook and follow all the instructions with a small changes and additions. They also might reject the textbook's approach and added some essential changes to the textbook they used. In some cases, the English textbook were not used in the classroom activities.

It could be that the textbook were not available in the school or not appropriate to be used. As the researcher experience when teaching in one of the schools in the isolated area, some of the textbook contents were not suitable to use in the classroom. The designing activities of the textbook were too difficult to be applied in teaching learning process due to the

students ability and the aids limitation. For that reason, the teachers should design their own materials to make it appropriate to the classroom needs.

In the teaching learning process, the teachers have the ability to improve the students' attitudes and the classroom environment by planning the interesting teaching learning activities. The teachers' thoughts were influenced by their background knowledge and life experiences. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well<sup>2</sup>. It involved the education process and boosted the students' ability in learning. For that reason, it was necessary to study about the teachers' perception of the English textbook used in teaching English based on their experience in teaching learning process.

In the observation with the English teacher before, the teacher still use textbook in teaching English include books that are easy for students to understand and sometimes the teacher use other media according to the material to be studied.<sup>3</sup> The other teacher also use English textbook in teaching English because it helps the teacher does not need to search the material because already in the textbook, but the teacher's perception

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<sup>2</sup> M. Ramzani, *Teachers' Perception of Using English Textbook for Iranian Technical on Vacation College Students* (Procedia: Social and Behavioral Sciences, 2013)p.1748-1762.

<sup>3</sup> Anna Sari, Private Interview with English Teacher of SMA Negeri 1 Sosopan, On Monday, 27<sup>th</sup> February 2023 at 10.00 a.m.

sometimes the use of English textbook make the students bored.<sup>4</sup> So, that is why the researcher take several sources to be able to compare their perception.

There are several studies related to the textbook used in teaching English. One of them was investigated the teachers' perceptions, their strategies and difficulties of using textbooks in EFL classroom<sup>5</sup>. The result showed that the textbook used in the classroom is considered suitable to the students' need, teachers' need, syllabus and examination. Modifying task, adding and omitting the materials are the strategies of the teachers in the textbook in the classroom. The level difficulties faced by the teachers is the material difficulties and aids limitation for teaching.

Also studied about the comparison of the teachers' perspectives of the textbook using in depth interviews. The negative result showed that the teachers emphasized the fact that teaching with textbooks save them a lot of time. On the other hand, the students enjoyed working with textbook because it help them to work in advanced using the materials from the textbook. It has function as the teachers' guideline in planning the students' activities. Without the textbook, the teachers might difficult to design the classroom materials and planning the students' activities. For that reason the textbook has the strength purpose in the teaching learning activities.

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<sup>4</sup> Nirwani Pulungan, Private Interview with English Teacher of SMA Negeri 1 Sosopan, On Tuesday 28<sup>th</sup> February 2013 at 10.15 a.m

<sup>5</sup> Diniai. S. N, "Teachers' Perception towards the Use of English Textbook in Efl Classrooms (a Descriptive Study of Efl Teachers at One Islamic Senior High School in Cirebon)," *Journal of English and Education* 1, no. 2 (2013),p.185.

## **B. Focus of the Problem**

In this case the researcher conducted at Senior High School in Sosopan, it has been surveyed that SMA Negeri 1 Sosopan was one of the school which applied the English textbook as the material resource in teaching learning process. The researcher also found that the English teachers in SMA Negeri 1 Sosopan used additional English textbook beside the school obligatory textbook. In addition, the researcher choose to do this research at SMA Negeri 1 Sosopan.

## **C. Formulation of the Problem**

Based on the background of the problem, the researcher formulates some problems as follow:

1. What are the teachers' perception toward the use of English textbooks in teaching English at SMA Negeri 1 Sosopan?
2. What problems do teachers' encounter while using English textbook in teaching English at SMA Negeri 1 Sosopan?

## **D. Objectives of the Research**

Relevant to the research question, the aim of the study are:

1. To investigate the teachers' perception toward the use of the English textbook in teaching English at SMA Negeri 1 Sosopan.
2. To find out the teachers' obstacles in selecting and applying the English textbook in teaching English at SMA Negeri 1 Sosopan.

### **E. Significance of the Research**

The result of the study is expected to give some benefits to the following parties:

1. For teacher, it gives some information about the teacher's perception in the use of English textbook in teaching English. These enable them to understand the core of teaching English. The teachers know the advantages and disadvantages the use of English textbook while teaching English
2. For students, it will be able to support themselves to learn English by using textbook
3. For reader, it can be used increase the knowledge about the use of English textbook in teaching English and the result of this research can be used as a reference for other researcher who has the similar interest in the same field.

### **F. Defenition of Key Terms**

There are some terms in this research that need to be explained as the following:

1. Teachers' Perception

Teachers' perceptions refer to the combination of beliefs, attitudes and opinions which reflect how teachers see, feel about or understand something. Specifically, in this study, teachers' perception

refer to the beliefs, attitudes, and opinions of English teachers toward English textbooks.

## 2. Textbook

Textbook could be defined as a written collection of a certain subject material which is created by the author following the curriculum that has been applied in the school at this time. In SMA Negeri 1 Sosopan, the foreign language which is required to learn by the students is English. In learning English, the used of English textbook could not be separated from the teachers and the students. English are the books used to teach English which included learning, grammar, vocabulary, pronunciation, and function to attain four basic skills in English (listening, speaking, reading, and writing).

## **G. Outline of The Thesis**

The outline of the thesis included in to five chapters, they are:

The first chapter of background of the problem, the focus of the problem, the formulation of the problem, the objective of the research, the significance of the study, definition of key terms, and outline of the thesis. The second chapter is a theoretical description consist the theoretical of teacher's perception, the use of textbook, teaching English, and review of related finding. The third chapter consists of research design, the location and time of the research, the sources of the data, instrument of collecting data, and the techniques of data analysis. The fourth chapter as the result of



the research that consist of finding, discussion and the treats of the research.  
The fifth chapter as the closing that consist of data conclusions and suggestions.

## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Teachers' Perception

###### a. Definition of Teachers' Perception

Teachers are the people who help other to acquire knowledge, competence or value. Teachers are designation for the office, position for someone who devotes himself in the field of education through patterned educational interaction, formal and systematic. According to Laurillard “teachers discover how to make productive connections between themselves, their learners, and their subject, as to assume a crucial role in designed classroom environments that encourage students to become active, self-motivated learners.”<sup>1</sup>

The teacher used their sense to make an assessment of what they see, feel and think. The perception formation process of the human can be influenced by various things intentionally or not. The human perception can be hard to form due to their self-experience and other external factors such as the environment and society. It could be the reason of the differences perception among the human.

Perception is the act of perceiving, opinions, beliefs, attitudes, and judgments toward something around the environment. There are

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<sup>1</sup> D. Laurillard, *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology* (London: Routledge, 2012).

various definitions of perception. Some experts define the perception as the process of recognizing, organizing, and interpreting sensory information. Narrowly, perception is a conscious awareness response to objects and events in the recipient's environment.<sup>2</sup>

So, perception is the interpretation the brain makes based on what it see, hear, smell, feel, taste and the information that is already stored within the memory. Perception is important because it helps to understand the world around especially in the use of English textbook.

According to Healey, perception is connected to the human senses which produce the signal of the environment from the human sight, hearing, touching, smell and taste. The information of the human Perception could be the shapes, colors, sounds and some properties that can be found from an object.<sup>3</sup> The human eyes have the function as the window of their world. They are the main means for humans to see and understand themselves and their surroundings. The human ability to see, feel, and understand were not only contributes physically but also has the contribution in the humans psychological sense.<sup>4</sup> The human transfer what they have seen through their eyes to their feeling as a process of understanding. The humans' perception

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<sup>2</sup> J. Norman, "Two Visual Systems and Two Theories of Perception: An Attempt to Reconcile the Constructivist and Ecological Approaches," *Journal of Psychology*, 2002, p.74.

<sup>3</sup> C. Healey, "Human Perception and Information Process," *The Work from* [Http://www.ese.nesu.edu/faculty/healey/pp?index.html](http://www.ese.nesu.edu/faculty/healey/pp?index.html), n.d., p.3-128.

<sup>4</sup> A. M Barry, "Perception and Visual Communication Theory," *Journal of Visual* Vol 22, no. 1 (2002): p.91-106.

and sensing ability became the source of their experience in perceiving the information about something around them.<sup>5</sup> They perceive the information based on their mindset, behavior and judgment.

Teachers' perception are called as teachers' belief. It is about the theory of teachers' behavior, knowledge, language skill and activity in classroom. Teachers' perceptions have the same meaning as teachers' belief, which are personally-held convictions about the subject matter teachers teach, their roles of responsibility, their students, the curriculum, and their classroom. They guide teachers in their practice and are derived from sources such as experience and personality.

## **b. Theory of Perceptions**

There are two basic theory of perception. The first is the bottom up theory which starts at the lowest sensory levels. The last is the top-down theory which starts by "feeling" sensory data on receptors.

### **1) The Bottom-up Theory**

The bottom-up theory can be processed in the human daily activities. When the human observing a tree, the sensory system collected the main data of the tree, such as the horizontal and

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<sup>5</sup> A. Demuth, *Perception Theories* (Edicia Kognitative Studia, 2013) p.16.

vertical points of the tree as the individual characteristics of the object. The data will be connected to build complex information's of the tree as an identified object. It called data-driven processing perception.<sup>6</sup> The characteristics of the bottom-up theory were the content and quality of the input of sensory which has a determinative role toward the final perception. In other word, the perception was driven by physical characteristics of stimulus.

There are some views of the bottom-up theory of perception. James in Bodenhausen and Hugenberg, stated that bottom up theory can attract attention automatically and might require direct behavioral responses when stimuli was appeared without warning such as certain lighting and stimuli of an object which is approaching the observer.<sup>7</sup> Gibson in Demuth, stated that the human perception was determined by the optical flows which defined as patterns of the environment light.<sup>8</sup> He believed that humans can feel an object through their senses by their ability of touching and hearing. Every object that could be caught by the human eyes will form some perceptions based on the information obtained by the receptor system. The information could be the object form, size, texture, color, taste, etc.

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<sup>6</sup> Demuth, p.24.

<sup>7</sup> G. Bodenhausen and K. Hugenberg, *Attention, Perception and Its Evaluation*, p.4.

<sup>8</sup> Demuth, *Perception Theories*, p.25.

## 2) The Top-down Theory

The top-down theory influence the perception through the knowledge, expectations, or thoughts. This perception might be going through the mental representations, calculation or reality. Gregory believed that perception is an act of approaching hypothesis formation and testing. The reason of the perception has a function as hypotheses are:<sup>9</sup>

- a) Perception generally allows behavior according to the characteristics of non-sense objects. For example, we respond to certain objects we have seen as the door even though we cannot see the whole part of the door when it was neither shut nor wide open.
- b) It might be ambiguous. For example, the Necker cube can create two perceptions. It became unstable based on the cube the orientation which can suddenly change, or flip. The pattern might be different if we see across its side.
- c) Objects that are impossible unlikely tend to be thought as possible. Hollow mask of a face is a good example. The masks are generally considered normal, even when someone knows and feels the actual mask. Unconsciously, we want to reconstruct the face as a necessity.

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<sup>9</sup> R.J Gregory, *Psychological Testing: History, Principles, and Applications* (Allyn & Bacon, 2004).

There are some theories which supported the top-down theory of perception. One of them is constructivist theory. In this theory, perception is an active process of extracting the sensory stimuli, their evaluations, interpretations and organizations from sensory stimuli. It is the final product of the simulation, knowledge, motivation, and emotion of the observer.

There are various definitions of perception. Some experts define the perception as the process of recognizing, organizing, and interpreting sensory information. Narrowly, perception is a conscious awareness response to objects and events in the recipient's environment<sup>10</sup>. They perceive the information based on their mindset, behavior and judgment.

Teacher perceptions is the thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community<sup>11</sup>. All of these and more contribute to an individual's personal lens and how he or she views others. So the researcher

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<sup>10</sup> Norman, "Two Visual Systems and Two Theories of Perception: An Attempt to Reconcile the Constructivist and Ecological Approaches," *Journal of Psychology* 0140-525X/ (2002)

<sup>11</sup> Sarah Allen., "Is It Important to Acknowledge Students' Diversity in Classroom Settings? Why or Why Not?," Vanderbilt University, 2021, [https://iris.peabody.vanderbilt.edu/module/div/cresource/q1/p02/#:~:text=Teacher perceptions — the thoughts or mental images teachers,history or tradition%2C education%2C work%2C culture%2C or community.](https://iris.peabody.vanderbilt.edu/module/div/cresource/q1/p02/#:~:text=Teacher%20perceptions%20the%20thoughts%20or%20mental%20images%20teachers,history%20or%20tradition%20education%20work%20culture%20or%20community.)

concludes that teachers' perception is conscious awareness response of teachers to any objects in the class, teachers receive information and transfer it into their mindset also judgment and behavior. The perception about something could be positive or negative.

Both of them impact the action even the behavior in the classroom. In this case teacher's perception are classified in 4 categories adapted from Harjanto and Sumarni<sup>12</sup> in his research related to use Textbook :

a) Usefulness

The usefulness factor explained the effectiveness of Google Classroom in teaching English, how the teacher monitoring in classroom, positive effect on group's collaborative, relevant content, instruction, student's activity, and anatomy of students.

b) Ease of Use

In general, teachers will be asked if Google Classroom is easy for accessing, giving material and practicing.

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<sup>12</sup>. Almio Susetyo Harjanto and Sri Sumarni, "Teacher's Experiences on The Use of Textbook ,3rd English Language and Literature International Conference (ELLiC) 3 (2019): 172-78



c) Ease of Learning

This category trying to explain how the using of Google Classroom could be learned easily, and how all features on Google Classroom could help the learning English process.

d) Satisfaction

Overall satisfaction included the teachers' and students' satisfying in using Google Classroom in teaching English, how the teachers' expectation about, and it is can be recommendation for others or not.

Therefore, all the categories may have different perceptions, even though the object is the same. This is possible because of differences in the value systems and personality traits of the individuals concerned.

**c. Factors Affecting Perception**

There are individual differences in perceptual abilities. Each people may perceive the same stimulus differently. The factors affecting the perceptions of people are:<sup>13</sup>

- 1) Perceptual learning Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people.

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<sup>13</sup> Anugrah, "Teacher Perception on the Use of Authentic Materials to Teach Listening" (Makassar Muhammadiyah University, 2019).

Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

- 2) Mental set Set refers to prepaedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.
- 3) Motives and needs Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.
- 4) Cognitive styles People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

So, all of the factors affecting perceptions interpreted to individual realizes and understands what is sensed.

## 2. The use of Textbook

### a. Definition of Textbook

In education, the textbook are known in various terms such as (a) reading book, (b) source book, (c) handbook and or textbook and (d) teaching materials book<sup>14</sup>. Reading book is a book that does not has certain purpose of the lesson needs. The books are available to attract the students reading interest. While source book is a book as a source of teaching learning materials that is used both the student and teacher without following the curriculum development. Textbook, on the other hand is a book used by the teachers to manage the lesson in teaching learning process. This book is arranged accordance to the curriculum and the learning requirement. In addition, teaching materials book is the book compiled by the learning processes which is contained the material of the lesson.

Textbook is a means used in teaching and learning process and it is important for teachers and students have them. Therefore, in teaching and learning process, teachers should notice the students' need toward English. Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with student's condition, for the reason that a teacher is a facilitator who helps the students in developing their

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<sup>14</sup> Surachman, *Manajemen Perpustakaan Sekolah: Sebuah Panduan Ringkas*. (Yogyakarta: Pinus Book, 2015), <http://arifs.staff.ugm.ac.id/mypaper>.

English skills. Teachers then consider textbooks to be 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. The teachers have to be aware that they are a key factor and mostly engaged in learning and teaching; therefore, it is believed that investigating teachers' perceptions will uncover salient shortcomings occurring in educational settings which will be a valuable contribution to teachers' educational development.

On the other words, teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This then leads the teachers to be good at selecting of textbook they use. Furthermore, Richards stated that there are at least two steps in using textbook. First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks.

Teachers need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. Second is to evaluate the nature of instructional task in textbooks and adapting the textbooks by identifying the current format that can be used to teach or to practice different teaching item. The teacher should be aware that the textbook is not the only resource

in the classroom. It can be used in the class but there are other materials that may be used in the foreign language learning and teaching.

Textbook is course book contained knowledge of a certain lesson started from Elementary School to University. Textbooks play an essential role in educational process. Textbook is planned to be a source book for the students to seek any important information in order to create competent students. Thus, the textbook that used in the school have to be programmed following the appropriate materials based on the structure of education.

The textbook is defined as instructional media which has a dominant regulation in classroom materials. The media should be compiled by structured information of a specific lesson that can be applied in the classroom. The materials should be contextualized to the curriculum applied in the classroom. The materials should be contextualized to the curriculum applied in the school Nunan along with Howard and Major which also stated that the materials should also be contextualized to the experiences, realities, and the learners' mother tongue<sup>15</sup>. Therefore the use of the materials contained in the textbook ought to be considered to the students ability, classroom

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<sup>15</sup> J. Howard, J., Major, *Guidelines for Designing Effective English Language Teaching Materials*, 2004, p.104.

conditions, and the students' first language which influenced the students' skill in learning English.

Textbook is a book that contains the description of a specific subject matter which is organized systematically and has been selected based on certain goals, learning orientation and students' development to be integrated<sup>16</sup>. It is a book about material explanation of certain subject which is written by the educational experts according to their expertise. Tomlinson stated that the role of the textbook to furnish a set of stuffs to be hatched in one book and planned to be the only book which is basically practice by the learners in teaching learning. In addition, the writer summed that English textbook is a core resource of English materials that can be used by both the teachers and the students, which provide the instructions on how to teach and what to teach in order to lead the language skill competencies<sup>17</sup>.

So, textbook are a staple in formal education. From elementary education all the way to graduate school, students rely on textbook to help the process of study and learn about different academic subject.

There are two important aspects of materials which concerned in teaching English: the actual content of the materials and the type of materials. Broughton et al stated that the actual contents are linguistic

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<sup>16</sup>Muslich, M, *Textbook Writing : Dasar Dasar Pemahaman, Penulisan, Dan Pemakaian Buku Teks* (Yogyakarta: Ar-Ruzz Media, 2010), p.10.

<sup>17</sup> B Tomlinson, *Humanizing the Coursebook*, (Sage, CA: Thousand of Oaks, 2012).

content (sounds, word, grammar) and language content (Malaysian schoolboys of different ethnic backgrounds, typical English family, etc). The grammar and vocabulary, functional utility, orientation and the materials design should be able to comprise the classroom necessity in learning<sup>18</sup>. For that reason, the used textbook as the English materials have to fulfill the students' needs.

According to Cunningsworth , textbook have multiple roles in ELT, they are:<sup>19</sup>

- 1) Resource for presentation material (spoken and written)
- 2) A source of activities for learner practice and communicative interaction
- 3) A reference source for learners on grammar, vocabulary, pronunciation etc.
- 4) A source of stimulation and ideas for classroom language activities
- 5) A syllabus (where they reflect learning objectives which have already been determined)
- 6) A resource for self- directed learning or self- access work
- 7) A support for less experienced teachers who have yet to gain in confidence.

The teachers could use the materials from the textbook for the whole semester. Textbooks served different purpose for the teachers.

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<sup>18</sup> Anita P. Broughton, G., Roger F., Peter, H., *Teaching English as a Foreign Language* (London and New York: Routledge & Kegan Paul Ltd, 2003), p.23.

<sup>19</sup> Cunningsworth, A. *Choosing your Coursebook*. Oxford: Heinemann, 1995.

It works as a source of supplementary material, an inspiration for classroom activities, and as a curriculum itself. Textbooks also assist students' activities such as in giving homework, assignments, and competency tasks. For the students, they get the textbook as a guideline and framework, which can help them to learn better, faster, and easy.

#### **b. Types of Textbook**

According to Grave a textbook is often used by teachers as a backbone of their courses.<sup>20</sup> Textbook is a means used in teaching and learning process and it is important for teachers and students have them. Therefore, in teaching and learning process, teachers should notice the students' need toward English.<sup>21</sup> Especially, it is about the quality from the content of English textbook. Teachers should choose the right textbook that suitable with student's condition, for the reason that a teacher is a facilitator who helps the students in developing their English skills.

Teachers then consider textbooks to be 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. The teachers have to be aware that they are a key factor and mostly engaged in learning and teaching; therefore, it is believed that investigating teachers' perceptions will

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<sup>20</sup> Kathleen Graves, *Designing Language Courses: A Guide for Teachers* (Boston: Heinle Publisher, 2000).

<sup>21</sup> Kathleen Graves.



uncover salient shortcoming occurring in educational settings which will be valuable contribution to teachers' educational development.

On the other words, teacher's perception plays a fundamental role in the effective implementation of process teaching learning. This then leads the teachers to be good at selecting of textbook they use. Furthermore, Richards stated that there are at least two steps in using textbook. First is to understand the textbooks before beginning class critically and recognizing their advantages and disadvantages of textbooks. Teachers need to understand the textbook from its contents, its structure, and the reasons for its use whether the textbook gives advantages or not. Second is to evaluate the used of books basically is providing some useful information converted into a written form for specific purpose. According to Indonesian Dictionary, books are divided into four types as following:<sup>22</sup>

1) Pocket book

This book has the same function as the guide book which is used depend on specific event. It is a small book such a palm size that can be put in the pocket which is usually used to record the idea.

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<sup>22</sup> Hassan Shadily Jhon Echols, *Kamus Inggris Indonesia: An English - Indonesian Ditionary*, cet. xxvi (Jakarta: PT Gramedia Pustaka Utama, 2005).

## 2) Event book

Event book is a book contained list of events of some institution, seminar, or meeting.

## 3) Reference book

This book presents brief information of certain objects of knowledge. It is usually known as source book.

## 4) Reading book

Reading book is a book of certain topic such as story, issue, and experience which aimed only to be a reading material.

In language learning, the textbooks are widely used in various numbers. It makes the textbooks hard to be generalized. Every expert provides textbooks in different classification which built the different categories of the textbook. Grant as cited in Nilsson suggest that the textbook divided into two wide categories: traditional textbook and communicative textbook<sup>23</sup>.

So, all of types of textbook is the educational context and pedagogy adopted by a teacher, textbook can have very different functions and probably need to be organized in a different way. There are different ways to look textbook and it may not be easy to define a taxonomy based on good criteria.

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<sup>23</sup> M Nilsson, "Textbooks and Alternative Material: Positive and Negative Aspects," *School of Humanities Journal*, 2006, 8–9.

### 1) Traditional Textbook

Traditional textbooks are widely available nowadays. The reader can find the new or used traditional textbooks in the library or tutoring center and bookstore. They are written in margins and can last for many years of using. The publishing houses still publish the traditional textbook today. Grant points out the characteristics of traditional textbooks as follows:

- a) The grammar aspect is the main focus of traditional textbooks.
- b) The writing and reading skills have more exercises instead of exercises of listening and speaking.
- c) Traditional textbooks use L1 (mother tongue) very much.
- d) Accuracy is an important aspect.
- e) They are easy to use for some teachers.

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching. From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teaching and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

## 2) Communicative Textbook

A Communicative textbook is design to improve the students' speaking ability. The textbooks provide many communicative activities in order to create possibilities for students to communicate in the target language there are some of the characteristics of communicative textbooks:

- a) Focus on communicative aspects.
- b) Using interesting topics.
- c) Focus on language skills than on grammar
- d) Provide groups or pairs activities.
- e) Fluency and accuracy are important aspect.

At the same time, Educational Technology Development (Balai Pengembangan Teknologi Pendidikan) argued that: teaching materials including textbooks have as: (a) teachers' guidelines to control all the activities in teaching learning process, (b) students guidelines of a competencies needed to be mastered, and (c) the achievement evaluation aids or learning tools. Therefore, as the teaching materials, the traditional and communicative textbooks take the important task to ensure the students improvement in learning process.

### **c. Teachers' Strategies and Difficulties in Using Textbook**

In general both teachers used a textbook in every teaching material in their classes. There were three strategies used by the teachers in using textbooks. They added materials on the textbooks for teaching when the textbooks' coverage was inadequate. When the teachers found a task that was not suitable for the students' needs or sometimes the textbooks repeated the same task, the teachers made an adaptation by modifying the task or changing the form of the task. When teachers discover inappropriate textbook or material, they may omit the textbook or material.

Teachers must have the ability to know how to choose the best material for instruction; to make supplementary materials for the class and to adapt or change the materials in the textbooks. On the other hand, adapting textbook is an ability and essential skill that teachers should develop. In line with Richards (2001), the ability to adapt textbooks is an essential skill for teacher to develop. Textbook-use also helped the teachers to teach a lesson to be more creative and interesting based on students' need. Textbook, that is one of instructional materials, plays a prominent role in language classrooms in all types of educational institutions – state schools, colleges, language schools – all over the world. Therefore, textbooks could facilitate teaching, learning, and classroom interaction.

From the result of the study, teachers are expected to understand the textbook before beginning class. Teachers should have knowledge about criteria of good textbooks, so this may help teachers select and decide which textbook they may use effectively for teaching and learning in classroom activities. Teachers should also increase their ability and knowledge of adapting materials in teaching and learning process. This may help teachers know the way to solve the problems or weaknesses that they face in using textbook. The study of teachers' perceptions towards the use of textbook might be used as reference to conduct similar research. In addition, the study could make improvement in this field for better development on textbook.

## **B. Review of Related Research**

There are some researcher who have conduct the researcher about teachers perception and the researcher found some related findings such as:

The first is Siti Nur Hayati Diniah this research was descriptive study qualitative method as the approach.<sup>24</sup> The participants of the study were two English teacher at an Islamic senior high school in Cirebon. This study employed three techniques in collecting data: questionnaire, observation and interview. The findings revealed that teachers perceived positively towards the textbook. In using the textbook, the teachers use

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<sup>24</sup> Diniah. S. N, "Teachers' Perception towards the Use of English Textbook in Efl Classrooms (a Descriptive Study of Efl Teachers at One Islamic Senior High School in Cirebon)," *Journal of English and Education* 1, no. 2 (2013): 185.

strategies to make adaptation on textbook by modifying task, adding and omitting the materials. The result of the study is expected to broaden teachers' knowledge about criteria of good textbook and to promote meaningful and communicative purpose for future textbooks.

The second is Sri Wachyuni Olivia this research implemented a qualitative descriptive approach in gaining the data.<sup>25</sup> The researcher conducted the study of textbook in teaching English at junior high school in Jambi city. The technique use to gain the data was an interview. The data were analyzed descriptively. The result showed that the teacher perceived the textbook positively and it shows that the textbook use was not limited to the teachers to create another initial step to improve student ability in understanding english even after considering several minus aspect.

The third is Elvira Rosyida M. R the research was conducted with two English teacher of Twelve grade of state Senior high school 3 Surakarta Jawa Tengah.<sup>26</sup> The data were taken from questionnaire, semi-structured interview, and non participant observation. The data were analyzed by using interactive models. The findings showed that: (1) The teacher believed that they have two consider some consideration to check what is actually contained in the textbook (2) Their perception are influenced by some factors such as experience, needs, situation, students' interest, students'

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<sup>25</sup> Akhmad Habibi, Sri Wachyuni, Nur Husni, "Students' Perception on Writing Problems: A Survey at One Islamic University in Jambi" 22, no. 1 (2017): 96–108.

<sup>26</sup> Elvira Rosyida M R, "Teachers' Perceptions Toward The Use of English Textbook" 9, no. 1 (2016): 43–54.

ability, workshop/training, and references (3) The teachers take part in each step of the procedures for the textbook selection (4) The deficient time and different views among teachers are two majors problem faced by the teachers when conducting textbook selection and analysis.

The fourth is Asnawi ahmad this research design was embedded mix method design with qualitative dominant this study involved three English teachers of public Elementary school in Jembrana Subdistrict.<sup>27</sup> The data were collected through questionnaire, rating scales observation sheets and interviwes guide the data were analyzed through descriptive qualitative those, this study suggest goverment or other policy makers to provide English teachers with some kinds of profesionals development on practical guidance of TEYL and sufficiency learning source as well.

The fifth is Fitriani. This research was mix method design the participant of this study consisted of three English teachers from 11<sup>th</sup> grade level in SMKN 3 Pare-Pare, selected by purposive sampling.<sup>28</sup> The instrument use for collecting data inculeded questionnaires, classroom observation and semi structured interview. The result of the study revealet the teachers who had pro textbook views believe that their teaching could not be conducted effectively without using EFL textbook. Some of teachers expressed the opinion that the EFL textbook should go hand in hand with

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<sup>27</sup> Asnawi Muslem and Riki Muhamanda, "The Society 's Perception towards the Impact of University Students Goes to Children Community," 2021, 321–28.

<sup>28</sup> Fitriani, "Teacher's Perception Of Using English as a Foreign Language (EFL) Textbooks to Achieve the English Learning Objective" (IAIN Pare Pare, 2020).



supplementary teaching materials to serve learners needs. Beside, the teachers had problems with using EFL textbook, which dramatically affect their used in teachers' classroom practice.

From explanation above finding it can conclude that using textbook being an important component that should be available in school. Textbook is the book of a certain subject that produce knowledge need for the student which contain the material of learning, the textbook also held a significant role in the learning process.

## CHAPTER III

### RESEARCH METHOD

#### A. Place and Time of the Research

The researcher conducted this research at SMA Negeri 1 Sosopan from October 2023 until finish.

#### B. Kinds of the Research

This research conducted by the researcher using qualitative methods. The qualitative method has strong quality to provide complex textual descriptions of how people experience a given research issue. This approach of research will use to provide a better understanding of the research problem. Qualitative data consists of information that the researcher gather through interview and observations. To gain depth understanding, the researcher prefer to use qualitative method to collect the data. The techniques that the writer used to collect the data of this study are interview and observation.

#### C. Respondents of the Research

Respondents in this research are two English teachers that teaching in SMA N 1 Sosopan.

**Table I**  
**Respondents of the Research**

No	Respondents	Class
1	Fitri Azwarty n	X
2	Anna Sari	XI and XII

## **D. Instrument of Research**

### **1. Questionnaires**

Questionnaires is a research instrument that consist of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. In this research, the researcher surveyed with twenty questionnaires to two English teacher and some of students about their thinking the used of English text book in teaching and learning English.

### **2. Interview**

Interview is a process to obtain information about the purpose of study by interviewing the respondents face to face using guidelines interview. In this case the writer collected the data by giving the respondents some questions also include the teachers obstacles of selecting and organizing the English textbook, what are strategies used English textbook in teaching English. To get information, this research will interview the participant to explore their opinion more deeply. The teachers thar were interviewed are two English teachers of SMA N 1 Sosopan.

**Table II**  
**Indicators of Questionnaires**

<b>No</b>	<b>Indicators</b>	<b>Statement of questionnaire</b>	<b>Total of numbers</b>
1	Usefulness	1. The textbook is relevant with syllabus 2. The book is appealing and useful to the students 3. Textbooks are compatible to the age of the learners 4. The CD-ROM that accompanies the book is suitable	
2	Ease of Use	1. The textbooks help students to learn better 2. The illustrations are varied and attractive. 3. Its size is appropriate 4. The textbook as a source of homework	
3	Ease of Learning	1. The activities can be exploited fully and can embrace the various methodologies in ELT 2. The tests of textbooks are valid and contain correct language 3. The textbooks support to teach all language skill 4. The textbook helps teachers to teach English effectively 5. The book helps teachers to minimize their preparation time 6. The textbook helps the teacher in planning daily instruction	
4	Satisfaction	1. Activities of textbooks are balanced Between individual response, pair work, and group work 2. The textbook expresses positive views of ethnic origin, occupation, aged group, and social groups 3. Understand the content presented in the text book	

### **E. Technique of Collecting Data**

The procedures of collected the data as follows:

1. The researcher prepared the instrument to do this research (questionnaires sheet, interview questions and smart phone for recording/taking picture)
2. Researcher contacted all the respondents and ask permission to do the research with them until finish.
3. The researcher interviewed teachers to take data which is needed and the researcher recorded by the phone while the interview process.
4. Researchers gave the questionnaires for the next step to all respondents
5. The researcher collected the result to do the analysis.

### **F. Technique of Data Analysis**

In this research data analysis involved collecting open-ended data based on asking genera and developing analysis from information gathered through interview and collecting data analysis of questionnaire given. In this research, the data got face to face and analysis descriptively in the sub-chapter below:

1. Analysis of Data from the Questionnaire

The data from questionnaire analysed qualitatively. The descriptive qualitative data analysis is applied to find participants' tendency on perceptions, opinion, and judgments. It used to analyse the teachers' perception in the use of English textbook in teaching English at SMA

Negeri 1 Sosopan. The type of questionnaire designed is Likert-Scale with five options, strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The participants are freely to choose between those options.

To identify the intensity of teachers' opinion regarding the statements from the questionnaire this research required classifications of the questionnaire as described, so to classify the data into five categories of score above, the formula stated by Nizar was required as following:<sup>1</sup>

- a. After the researcher collects the data and sum up the data, the researcher will give score all answers. The score start from 5 to 1; Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1).

$$T \times P_n$$

T= Total participant

P<sub>n</sub>= Choice of Likert score numbers

Concerning the formula above, the highest score expected is 100% (strongly agree) the score is from total questions (20) x high points of category (5). Besides, the lowest score is 20% (Strongly disagree). Then, the interval range will be:

$$\text{Interval Range} = (100-20) / 5 = 16$$

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<sup>1</sup> Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan, Ed. Mara Samin Lubis, 1st Ed.* (Medan: Perdana Publishing, 2015), p.10.

**Table III**  
**Score Category Adapted by Sugiyono theory.<sup>2</sup>**

Score	Category
20% - 35.99%	Strongly Disagree
36% - 51.99%	Disagree
52% - 67.99%	Neutral
68% - 83.99%	Agree
84% - 100%	Strongly Agree

- b. Interpreting the result of the teacher's responses questionnaire based on the calculation. In this step, the classifications of the questionnaire are divided into 4 categories interval as following (Usefulness, Ease of Use, Ease of Learning, Satisfaction).

$$\text{Index \%} = \text{Total Score} / Y \times 100$$

- c. The researcher organized the table consists of the statement, the frequencies, and the percentage that have been computed.
- d. The researcher sum up the data and made it into percent in forms, then explain them into word, chart, and table.

## 2. Analysis of Data from Interview

In analyzing interview data in this research, there are steps that should be follow:

- a. The researcher transcribed data obtains by interviewing. Afterward, through coding process identifie the interviewes' answers about their perception using English textbook in teaching English. In this first

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<sup>2</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008).

step, transcribing the data in investigating the overviews regarding their perception of using English textbook in teaching English.

- b. The data identified through coding process. Coding is the process of labelling and organizing the qualitative data identify different and the relationship. In this research, the researcher gave assign label to words phrases that represent important in each response while interview with English teacher. The categories deal with high school teachers' perceptions of using English textbook in teaching English.
- c. The last step is data description. The data acquired through interview instrument are describe, interpret and summarize descriptively. The description which describes high school teachers' perceptions toward using English textbook in teaching English will discuss in a qualitative narrative to grasp the objective of this research.

### **G. Technique of Checking Trustworthiness**

Data trustworthiness in qualitative research has four key components:

#### **1. Credibility**

Credibility means the researcher is believable and trustworthy from the perspective of a participant or subject in the research. Triangulation and member checks help establish credibility and contribute to trustworthiness. Other factors include prolonged engagement with and persistent observations of research subjects.



## 2. Transferability

Transferability refers to the degree to which the result of qualitative research can be generalized study findings and attempts to apply them to other situations and contexts. Researchers cannot prove definitively that outcomes based on the interpretation of the data are transferable, but they can establish that it is likely.

## 3. Dependability.

Dependability means emphasizing the need for the researcher to account for ever-changing context within which research occurs. Sometimes data validity is assessed through the use of a data audit. A data audit can be conducted if the data set is both rich-thick so that an auditor can determine if the research situation applies to their circumstances. Without sufficient details and contextual information, this is not possible. Regardless, it is important to remember that the aim is not to generalize beyond the sample.

## 4. Confirmability

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the research. Confirmability means the researcher should be able to examine the data to confirm the result interpretation. In this research the researcher used credibility, it referred to the extension of involvement of the researcher

and the triangulation. Methodology triangulation is used in this research for technique of establishing or checking trustworthiness.

So, from the data trustworthiness above, the researcher will choose confirmability as the checking of data validity. The researcher will analyze the data of questionnaire and interview in purpose those diversity of data ensures a more expansive look at the situation. The researcher will use those methods to examine and find the answers of the research problems. Data will obtaine from the results of interview and questionnaire are compared so that it becomes comprehensive and accountable data set. The data adapted by Sugiono theory.<sup>3</sup>

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<sup>3</sup> Sugiyono.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

#### **A. The Findings**

The questionnaire was distributed to the two English teachers to know the background of teachers' personal information in using textbook and the role of using textbook in teaching and learning process. All teachers are given the same questions in 20 items of questions.

The table above showed that the teachers respond based on the categories for each questionnaire. The result showed both of teachers choose six strongly agree (SA) and choose fourteen agree (A) with the item of questionnaire number was 20. The questionnaire number 1, 4, 5, 7, 11, and 13 were responded strongly agree (SA) And Agree (A) by the teachers, the questionnaire number 2, 3, 6, 8, 9, 10, 12, 14, 15, 16, 17, 18, 19, 20 responded agree (A) by the teachers.

As mentioned in the previous section, the good textbook should correspond to learner's needs. They should match the purposes and objectives of language-learning process. Course book should reflect the uses present or future that learners will make of language. Select course books, which will help to equip students to use language effectively for their own purposes. Course book should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method. The textbook should have a clear role as a support

for learning. Like teachers, they mediate between the target language the learner.

One thing that should be noticed is that the teachers must be attentive to pick and decide the textbook that is going to be used in the language classroom. As a part of the material used in the language classroom, textbook often plays an essential role in students' success and failure. It implies that it is significant to the teachers to assess, select, and adjust the teaching materials to assemble teachers' teaching and students' learning need in order to exploit learning potentials. Henceforth, from the results of the questionnaire, the teachers have their own opinions.

The researcher done the Interview and supported by doing Questionnaire which the data were categorized as 4 indicators: Usefulness, Ease of Use, Ease of Learning, and Satisfaction. The findings of the research described bellows:

**1. The teachers' perception toward the use of English textbooks in teaching English at SMA Negeri 1 Sosopan.**

Based the interview data there are participants' answer showed the reasons why they chose textbook in teaching English. There are 5 questions in the interview session which one questions might have same answer. Based on the interview result, the researcher can categorized as:

a. Usefulness of Textbook

All teachers claimed textbook is easy to use specially in teaching English within all the features. In the second question, the researcher asked the reasons why they choose textbook to teach English. All respondents answered the same reason, because it easy to use.

b. Ease of Textbook

Teachers felt easy to attach material through textbook before class started and Students should engage the teaching-learning process by knowing the up-coming material lesson. In case the way teachers delivered the using of textbook in teaching English FA answered that she started explained the lesson before the class. Usually, She give time to read the material before the class. Then she gave the task and monitor students which one of them who did not understand.

To Summarize, in all procedure class through those interview indicated that usually teachers gave the material/ stimulus before starting class. They can give material such the note, pic of book, or keywords. Students were asked to read it repeatedly in supposed they have known the knowledge in the upcoming lesson. Within all features in textbook, make easier the way to deliver the material. Based on the data the researcher concluded that respondents felt that

using textbook in teaching English is effective for teaching English because they felt easy.

c. Satisfaction with textbook

The Government recommended of the using textbook as tools of learning, participants confessed that using textbook to teach English is the best solution. In the first question the researcher investigated about how long they have been using textbook for teaching English, AS assumed that they have been using this since become a teacher started and The government issued a policy to study from home. All teachers in participate this interview has the same answer on this point. It related to the respondents answered in the second question, the researcher asked the reasons why do they choose textbook to teach English. FA and AS claimed that because the Government recommended this for the teachers of SMA Negeri 1 Sosopan.

**2. The problems do teachers' encounter while using English textbook in teaching English at SMA Negeri 1 Sosopan.**

In case to answer problem the teachers' perception about the using of textbook the researcher gave the questionnaire to the teachers for investigating deeply. Teacher were asked for 20 questionnaires related to the effectiveness of using textbook and it was given to the teachers in the first meeting. So, there were four indicators in the questionnaire:

a. Usefulness of Google Classroom

In the first indicator that is Usefulness of textbook. There were seven questions start from items 1-7 in questionnaire about the effectiveness teaching English through English textbook, observing and monitoring students, influencing students' group collaborative, relevant content, clear instruction, students' response, and students' autonomy. Another finding showed that textbook help teacher become more effective in teaching English.

It was because teacher could continually observe and monitor students to make adjustments through English Textbook. Textbook influences student group's collaborative which teacher can make the group task in brainstorming stage or in the end of the class. Teacher can create relevant content in textbook for students such as material, also picture. The researcher analyzed the Percentage Mean of the total score was 72% so participants Agree about the Usefulness of English textbook. Especially in statement 'Teacher can give instruction clearly through English textbook', all participants responded Strongly Agree. Also in all statements in this indicator, the percentages are more than (47%) which means the most of the responded Agree or at least Neutral. There were (40%) of participants disagree about 'Students are active and responsive in English textbook' and only (23%) of them disagree about 'Teacher continually observes and monitors students to

make adjustments'. In general, teachers agree that teacher can give instruction clearly through English textbook. Some of students could be active and responsive in English textbook but cause of another reason, students could be passive and not responsive through in. Students can enhance autonomy (searching more website/e-book to look for information).

It helps students to comprehend deeper about the material Ease of use English Textbook The second indicator is about Ease of use English textbook on items 8-10. In this indicator, there are three questions about enjoying give material & task, teaching through English textbook is easy to access and cheap and Students having more time to practice. According to the data in this indicator, all statements got responded more than (60%) so it means the few of the participants who responded to either disagree or strongly disagree. The data indicated in case Ease of Use English Textbook participants responded Neutral (66%). Enjoy giving English material and task using English textbook is one of the reason why teacher choose this platform in delivering material. Teaching English through English Textbook is easy and cheap. Students have more time to practice because they can repeat and bring to home.



b. Ease of learning English Textbook

In the third indicator of questionnaire, about the Ease of Learning English textbook. It talked about teachers have learnt about using English textbook in teaching English or yet, the difficulties teachers have to face, and teachers ability to recover instantly when students making mistake Totally in indicator Ease of learning of English textbook participants responded (75%) Agree. All of participants chose Strongly Agree on 'Teacher have learnt about using English textbook in teaching English' so it can be said that they are proficient at it. Also (80%) of teachers responded Agree about 'Teacher feel easy to support material.

However, a half of participants looked still had difficulties to teach English through English textbook, it proved at item 12. Teachers have learnt about using English textbook in teaching English so the teachers might apply it correctly in classroom. Although, teacher still found the difficulties to teach English through English textbook.

Teacher feels easy to give note to support material in English textbook. Teacher can recover instantly when students making mistake through English textbook.

c. Satisfaction with English textbook

In the last indicator questionnaire, the researcher input about Satisfaction with English textbook. It includes teaching satisfying,

platforms' work, grade the tool, the convenient of use, possibility teachers use English textbook on the next semester, recommendation of the approach.

The study shows that there are three aspects covered on teachers' perceptions on textbook: textbook appropriateness with students' need, textbook suitability with teachers, and syllabus and examination.

- a. Related to the textbook appropriateness with students' needs, the teachers believed that the textbooks used were attractive and interesting for students. The teachers informed that the textbooks were culturally acceptable in Islamic school, reflected the students' needs and interest, and had an appropriate the physical characteristic and authentic materials, so that the students could see that the book was relevant to their real life.
- b. Related to the textbook suitability with teachers' need, the textbooks that were used required little or no time consuming preparation and the text books were appropriate for and liked by the teacher colleagues. For some other materials, both teachers did not need much time to set some preparation for teaching and to understand the instructions provided in the textbooks.
- c. Related to the textbook suitability with syllabus and examination, both teachers informed that the textbooks had been recommended or approved by the authorities. The textbooks used had already followed

the official syllabus in teaching and learning process in classroom interaction. The textbooks were well graded, so they gave well-structured and systematic coverage of the language. The textbooks had been prepared specifically for the target examination.

In general, the teachers perceived positively toward the textbooks in use. However, they also consider weaknesses on the textbooks in use in terms of language level difficulty. The textbooks did not provide ancillary materials such as tapes and visuals and the textbooks had no teacher's guidance, answer keys and teaching aids on explaining/applying methods and additional activities. The study showed that the textbooks used showed neither strengths nor weaknesses on the remaining criteria: these textbooks were easy to read for the students, had enough of length, had balance between knowledge about the language and practice in using the language, and had balance between the relevance language skills.

The textbooks also provided communicative activities, impression of the content and layout of textbook, and helped for understanding of material, instruction, and illustrations. There were recommended method and approach suitability on the textbooks, the approach was easily adaptable. The textbooks used spiral approach and the textbooks required syllabus with the addition. They had to be used with wellplanned in activities, enough examination practice, and sufficient test and revision.

Course method would help the students prepare for the exam. The study shows that the teachers had positive perception on the textbooks in use. The teachers' perceptions on the textbooks were in line with that textbook should suit student, teachers, syllabus and examination. Besides, the teachers' perception was much influenced by their personality and cultural background. Their personality background was their past experience, motivation, hope, need and situation.

Their cultural background was their lives in Islamic cultural areas. There were three strategies used by the teachers in using textbooks. They added materials on the textbooks for teaching when the textbooks' coverage was inadequate. When the teachers found a task that was not suitable for the students' needs or sometimes the textbooks repeated the same task, the teachers made an adaptation by modifying the task or changing the form of the task. When teachers discover inappropriate textbook or material, they may omit the textbook or material. Teachers must have the ability to know how to choose the best material for instruction; to make supplementary materials for the class and to adapt or change the materials in the textbooks. On the other hand, adapting textbook is an ability and essential skill that teachers should develop.

Although it seemed to share positive effects, both teachers still found some difficulties in using textbooks in teaching and learning process. There were two main difficulties in using textbook by teachers:

- a. The level of difficulty of the materials. The language level of material was slightly higher for students. By using slightly high languages, it could make students learn more vocabularies.
- b. Limited aids for teaching. Teaching aids are the resources and equipment's available in the classroom; they include cassette recorder, CD player and etc. Aids for teaching might help teachers and students to understand the lesson in the classroom.

## **B. Discussion**

The discussion was consists of the compare between this research with another research. There were sameness and dissent of finding in this research with the result in the related findings. The first was from Diniah.<sup>1</sup> The teachers had positive perception on textbook in use because the textbook in use seemed to have more strengths than weaknesses. The strategies used by teachers in using textbook were adding, modifying task, and omitting material or textbook. The teachers opted to use the textbook and changed the materials on textbook by adapting the materials. There were no teachers who relied only on textbook. They did not always follow any instruction and materials suggested by the textbook author.

The teachers also did not use the textbook by one page to the next page, but based on the needs of students and lesson plans that had designed. Concerning the teachers' difficulties in using textbook, at least there were

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<sup>1</sup> Diniah. S. N, "Teachers' Perception towards the Use of English Textbook in Efl Classrooms (a Descriptive Study of Efl Teachers at One Islamic Senior High School in Cirebon)," *Journal of English and Education* 1, no. 2 (2013): 185.

two main difficulties faced by teachers; the level of difficulty of materials and the limited aids for teaching. The teachers made every effort to solve the problems or difficulties in using textbook. From the result of the study, teachers are expected to understand the textbook before beginning class. Teachers should have knowledge about criteria of good textbooks, so this may help teachers select and decide which textbook they may use effectively for teaching and learning in classroom activities.

Teachers should also increase their ability and knowledge of adapting materials in teaching and learning process. This may help teachers know the way to solve the problems or weaknesses that they face in using textbook. The study of teachers' perceptions towards the use of textbook might be used as reference to conduct similar research. In addition, the study could make improvement in this field for better development on textbook.

The second was from Syahputri et al. The researcher concluded that generally all English teachers had the positive perspective toward "When English Rings A Bell" textbook.<sup>2</sup> The teachers stated that the textbook was relevant to the curriculum and syllabus, the subjects and content of this textbook was relevant to learners' grade and realistic. There were many varieties of topics and tasks in the textbooks that made students interesting and motivating in learning. Moreover, the activities in the book work well

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<sup>2</sup> Veni Nella Syahputri, Idami Zahratul, and Murni, "Teachers' Perceptions Towards 'When English Rungs A Bell' Textbook At Some Junior High Schools In Aceh Tamiang," *Getsempena English Education Journal (GEEJ)* 6, no. 1 (2019): 91–98.

with methodologies in ELT to teach individual pair and group work and the book also can develop students' learning strategies to become independent in their learning. On the other hand, the book helped the teacher to prepare the teaching process and combine with the teachers' lesson plan.

Furthermore, the pronunciation, the vocabulary and the grammar presented in the purposeful way and supported by the pictures. Meanwhile, four language skills, reading, listening, speaking and writing presented imbalance, because the speaking skill is included in many topics but reading was little. The teachers also stated that textbooks did not support media such as audio recorded on cassette or video, to support the listening practices in the book, but all teachers agreed the textbooks good learning resources for students and teacher, but it should be supported by other media.

The third was from Wachyunni. This study was descriptive research conducted at one of the junior high schools in Jambi City. This study aimed to examine the teachers' perception of the use of English textbooks in teaching English. Based on the data of interview, the result showed that the teachers perceived the English textbook used in one of junior high school in Jambi City was able to accomplish the learning targets, but it takes the teachers' effort in making a varieties exercise for stimulating the Students' skill and ability which refer to the requirement of the school curriculum.<sup>3</sup>On

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<sup>3</sup> Sri Wachyunni, "Teachers' Perception On The Use Of English Textbooks In Teaching English," *Jambi-English Language Teaching Journal* 5, No. 1 (2020): 1–12, <https://Online-Journal.Unja.Ac.Id/Jelt/Index>.

other hand, the teachers also agreed that the textbooks were already suitable to use in teaching English.

It was referred to as the curriculum, syllabus, and recently updated. Thus, the teachers believed that the textbooks give good support for the teaching-learning process. In terms of choosing the textbook, the teacher's problem was in the lack of exercises to stimulate the balance skill according to the syllabus and curriculum determined by the school.

Meanwhile, the teachers' difficulty in using the English textbook was the comprehensiveness supporting tools of the balance of the main textbook which determined by the school, due to that condition urging the teachers ought to become more creative and making extra additional tools or stuff for helping them to accomplish learning targets. Moreover, the result showed if teachers also need to adjust the subject material by utilizing supplementary books according to students' English ability might become a problem in adapting the English textbook.

### **C. Checking of Trustworthiness**

In this research the researcher used credibility, it referred to the extension of involvement of the researcher and checking member. The researcher analyzed the data of questionnaire and interview in purpose those diversity of data ensures a more expansive look at the situation. The researcher used those methods to examine and find the answers of the research problems. Data obtained from the results of interview and



questionnaire were compared so that it becomes comprehensive and accountable data set.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusions**

Based on the result of the interview and questionnaire, done by the researcher about Teachers' Perception English Textbook in teaching English at SMA Negeri 1 Sosopan, the research can conclude as follow:

1. The teachers' perception toward the use of English textbooks in teaching English at SMA Negeri 1 Sosopan showed both of teachers in general, the teachers perceived positively toward the textbooks in use. However, they also consider weaknesses on the textbooks in use in terms of language level difficulty.
2. The problems do teachers' encounter while using English textbook in teaching English at SMA Negeri 1 Sosopan because some of the students lack interest in reading which makes students not interested in using textbook, the environment being less supportive, the role of libraries not being optimal, and the influence of watching and using mobile phone.

#### **B. Implication**

Proper teachers' perception in the use of textbook in teaching English leads teachers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the teachers' perception in the use of textbook enables English teachers and researchers to have a better understanding of the areas

where students face the most difficulties while learning English. Being aware the use of textbook not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying teachers' perception involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of teachers' perception in the use of English Textbook, it is also important to learn the way teacher teach the students. The sources and the types of technique determine what sort of feedback the teacher might receive since English provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of teachers' perception in the use English textbook function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately. Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner.

Furthermore, teachers' perception point out the areas that need further improvement. Additionally, the use of English textbook are

significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

### **C. Suggestion**

Based on the conclusion and the implications of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research:

1. The Researcher hopes English teachers could still Use English Textbook.  
So teachers could hybridize what they have learned, adapting it to what teacher already know to be good teaching practice.
2. For students to still maintain the motivation for learning in every situation, especially during this era.
3. The Researcher hopes other researchers will conduct a research related to the topic of this research, especially to find out deeply in the using of English Textbook.

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## Appendix 1

### Instrument of Questionnaire

No	Statements	SA	A	N	D	SD
1	The textbook is relevant with syllabus					
2	The activities can be exploited fully and can embrace the various methodologies in ELT					
3	The book is appealing and useful to the students					
4	Textbooks are compatible to the age of the learners					
5	The textbooks help students to learn better					
6	Activities of textbooks are balanced Between individual response, pair work, and group work					
7	The illustrations are varied and attractive.					
8	The textbook expresses positive views of ethnic origin, occupation, aged group, and social groups					
9	The tests of textbooks are valid and contain correct language					
10	Its size is appropriate					
11	The textbooks support to teach all language skill					
12	The textbook helps teachers to teach English effectively					
13	The book helps teachers to minimize their preparation time					
14	The textbook helps the teacher in planning daily instruction					
15	The CD-ROM that accompanies the book is suitable					



16	I use the textbook as a source of homework					
17	I use the textbook as a source of assessment item					
18	I follow the sequences of contents provided in the text book					
19	I use the textbook as the only source for teaching materials					
20	I fully understand the content presented in the text book					

**Validator**

(Sri Rahmadhani M Pd)

## Appendix 2

### Instrument of Interview

No	Factors	Questions	Answers
1	Usefulness	Does English Textbook help you become more effective in teaching English?	
		Do you could create and/or curate relevant content in English Textbook for your students?	
		Could English Textbook enhance your students autonomy ( students are searching more educational source/ book about English to look for more information) ?	
2	Ease of Use	Do you enjoy giving English material and task using English Textbook?	
		Is teaching English through textbook easy to access and cheap?	
3	Ease of learning	Do you find difficulties to teach English through textbook?	
		Do you always find the answer from the textbook when students asking question?	
4	Satisfaction	Are you satisfied teaching English through English Textbook?	
		Does this textbook work as expected?	
		Will you recommend use English Textbook to a friend?	

### Appendix 3

#### Instrument of Questionnaire

No	Statements	SA	A	N	D	SD
1	The textbook is relevant with syllabus	1	1			
2	The activities can be exploited fully and can embrace the various methodologies in ELT		2			
3	The book is appealing and useful to the students		2			
4	Textbooks are compatible to the age of the learners	1	1			
5	The textbooks help students to learn better	1	1			
6	Activities of textbooks are balanced Between individual response, pair work, and group work		2			
7	The illustrations are varied and attractive.	1	1			
8	The textbook expresses positive views of ethnic origin, occupation, aged group, and social groups		2			
9	The tests of textbooks are valid and contain correct language		2			
10	Its size is appropriate		2			
11	The textbooks support to teach all language skill	1	1			
12	The textbook helps teachers to teach English effectively		2			
13	The book helps teachers to minimize their preparation time	1	1			
14	The textbook helps the teacher in planning daily instruction		2			
15	The CD-ROM that accompanies the book is suitable		2			

16	I use the textbook as a source of homework		2			
17	I use the textbook as a source of assessment item		2			
18	I follow the sequences of contents provided in the text book		2			
19	I use the textbook as the only source for teaching materials		2			
20	I fully understand the content presented in the text book		2			

ANNA SARI S.pd.

Date: \_\_\_\_\_

(1) Yes, Because textbooks are one of the things that must be used in the teaching learning process to make it more effective.

(2) I think I can create it according to what ~~is~~ in the English textbook.

(3) I think it's help the student autonomy.

(4) yes, I really enjoy giving material and task about English using English textbook.

(5) yes because the school has provided English textbook, so it's very easy.

(6) sometimes I find it difficult, but I just enjoy it, ~~so~~ so it feels easy.

(7) No, sometimes some students ask question outside of the English textbook.

(8) I am not always satisfied but I always enjoy it.

(9) I think no, because not all students understand what I teach them.

(10) yes, I recommend that.

IBUKE #1721

Date: \_\_\_\_\_

teacher especially English teacher they have to use English textbook for teaching learning process.

FITRI AZHARTY S.pd.

Date: \_\_\_\_\_

- 
- 
- (1) yes, because I can use English textbook for my resource in the class and it minimizes my time in preparing the material in learning process.
- 
- 
- 
- (2) yes, I am for example is material can take from the students daily life, it is make students easy to understand the material.
- 
- (3) I think its help the student autonomy.
- 
- (4) yes, I enjoy it because all the material and the fact are in the book.
- 
- (5) yes, because the school has provided books that will be use for the teaching learning process.
- 
- (6) I think no, Because English textbook really help me in teaching and I don't need to look for another material because it's already in the book.
- 
- (7) no, some student ask me a question out of the material that I give it to them.
- 
- (8) yes I am, But not in everytime.
- 
- (9) sometimes it is not as I expected in the book.
- 
- (10) I think I don't need to recommend this, because every

## Appendix 5

### DOCUMENTATION

#### Documentation of gave the Question to the Teacher







## CURRICULUM VITAE



### A. Identity

Name : Nelmawati  
Reg. Number : 17 203 00039  
Place/Birth : Desa Hulim/ May, 12<sup>th</sup> 1998  
Address : Desa Hulim Kec. Sosopan Kab.  
Padang Lawas  
Sex : Female  
Religion : Islam  
Phone Number : 0853-5873-3788  
Email Address : [pulungannelmawati@gmail.com](mailto:pulungannelmawati@gmail.com)

### B. Parents

1. Father's Name : Jalaluddin Pulungan  
2. Mother's Name : Samsidar Siregar

### C. Educational Background

1. Elementary School : SD Negeri 0102 Hulim, 2005-2011  
2. Junior High School : SMP Negeri 1 Sosopan. 2011-2014  
3. Senior High School : SMA Negeri 1 Sosopan. 2014-2017  
4. University : UIN Syekh Ali Hasan Ahmad  
Addary Padangsidempuan, 2017-2024



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
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15 September 2021

Nomor : 117 /In.14/E.6a/PP.00.01/09/2021  
Lamp : -  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

**1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)**  
**2. Sri Rahmadhani Siregar, S.S., M.Pd. (Pembimbing II)**

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nelmawati  
NIM : 1720300039  
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **Teachers' Perception on the Use of English  
Textbook in Teaching English at SMA Negeri 1  
Sosopan.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
**Fitti Rayani Siregar, M.Hum.**  
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~  
Pembimbing I



**Rayendriani Fahmei Lubis, M.Ag.**  
NIP.19710510200003 2 001

BERSEDIA/~~TIDAK BERSEDIA~~  
Pembimbing II

  
**Sri Rahmadhani Siregar, S.S., M.Pd**  
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PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SMA NEGERI 1 SOSOPAN**

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Kode Pos: 22762

**SURAT IZIN MELAKSANAKAN PENELITIAN**

Nomor: 421.3/ 02 /SMA/V2023

Sesuai dengan surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addari Padangsidempuan Nomor: B-3644/Un.28/E.1/TL.00/07/2022 tanggal 26 Juli 2023 tentang Permohonan Izin Tempat Melaksanakan Penelitian.

Maka dengan ini kami memberikan ijin melaksanakan Penelitian di SMA Negeri 1 Sosopan kepada Mahasiswa sebagai berikut:

Nama Mahasiswa	: NELMAWATI
NIM	: 1720300039
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Study	: Tadris Bahasa Inggris
Alamat	: Desa Hulim, Kec. Sosopan Kab. Padang Lawas

Demikian surat Izin Pelaksanaan Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



03 September 2023  
Negeri 1 Sosopan

PGHAN.S.Pd

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