Teachers' Perceptions on the Content of When English Rings a Bell Textbook

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Abstract

Textbook is a learning material that is often used by teachers in classroom. Textbook is needed by both students and teachers, either as a reference or as guidance during the teaching and learning process. The aim of this study was to describe the perception of English teachers of SMPN 2 Banda Aceh related to the content of English textbook “When English Rings a Bell” based on BSNP (Badan Standar Nasional Pendidikan) (2011) assessment aspects, namely the aspect of content feasibility. It was conducted to English teachers of the seventh grade students of SMPN 2 Banda Aceh. Two teachers were chosen as the interviewees of this study. A descriptive qualitative was used as the method in this study and the data was obtained by interviewing both English teachers. The results of interview with the two teachers about their perceptions about the textbook show that in terms of the suitability of material description with standard and basic competence, the content of “When English Rings a Bell” textbook is already complete and relevant with the 2013 curriculum, syllabus, and standard and basic competence. Furthermore, it shows that the materials provided in this textbook were well-organized and contained no ambiguity. However, according to the two respondents, “When English Rings a Bell” textbook still has some weak points which need to be revisited. For example, the materials are provided in general way with a few examples. Some negatives and positives perceptions regarding the content of the textbook were also found in this study.

Key words: Textbook, Teachers' Perception, Content Analysis
1. **INTRODUCTION**

In Indonesia, English as a foreign language (EFL) has been taught as a compulsory subject in schools. The purpose of learning English is to develop four language skills, namely listening, speaking, reading, and writing. Teaching and learning English consider the use of English textbook since textbook plays a crucial role in teaching and learning process. Textbook is needed by both students and teacher, whether as a reference or as a guidance during the teaching and learning process. Through textbook, teacher can make the learning process easier. Teacher can give instruction to students clearly, and help students get the material and learn it well.

There are some reasons that teachers commonly use textbooks as the only resources or teaching material according Graves (2000, p. 175) states that textbook provides a syllabus for the course and a set of visuals, activities, readings, etc., so it saves teacher times in finding or developing such materials. Furthermore, textbook provides well-presented materials which could be replaced by someone else when teacher is not able to attend the class.

Based on the 2013 curriculum, the English textbook that is used is “When English Rings a Bell” textbook. This textbook is provided and published by Ministry of Education and Culture of Indonesia (MECI). MECI makes “When English Rings a Bell” textbook into two types, namely teacher book and student book. Teacher book is a textbook which is designed for the teachers; it contains some tips and procedures how to teach English using the student book. Student book is a textbook which is designed for the students; it contains learning materials that will be given by teacher to the students and will be learned by the students later. MECI distributes “When English Rings a Bell” textbook freely to all schools that have applied the 2013 curriculum in Indonesia.

According to the regulation of national ministry of education 2005 number 11 about textbook, in the 3rd article, paragraph 1, the textbook of each subject which is used in elementary and junior high school is selected from several textbooks that have been assigned by the minister based on the recommendation of feasibility assessment from BSNP (Badan Standar Nasional Pendidikan). BSNP (Badan Standar Nasional Pendidikan) in ministerial regulation 2005 number 11, mentioned that there are three aspects to evaluate textbook, namely contents feasibility aspect, linguistic aspect, and presentation aspect.

Considering the background of problem above, the writer was intrigued in conducting a study about teachers’ perceptions on the content of When English Rings a Bell textbook of the seventh grade students of SMPN2 Banda Aceh. Furthermore, the research question of this study can be formulated as follows: What are English teachers’ perceptions toward the content of English textbook “When English Rings a Bell” for the seventh grade?

2. **LITERATURE REVIEW**

2.1 **Textbook**

Textbook is a media to support and help teacher in conducting teaching and learning process. In this modern day, there are so many modern media invented to support teaching and learning process in the classroom, but textbooks are still preferred by teachers. The reasons why school teachers still use textbook are because textbook is cheaper than those modern technologies. Also, textbook is easy
to buy, carry, and learn (Solichatun, 2011). Moreover, for school which is located in rural area, to get such modern technology is difficult.

2.2 Curriculum

Nasution in his book “Asas-asas Kurikulum” (2011, p.2) states that in Indonesia, the term “curriculum” becomes popular since the 50s, which was popularized by those who received education in the United States. The previous term that is commonly used is “lesson plan”. Curriculum in Indonesia has been revised so many times. The latest one used in school is the 2013 curriculum. The 2013 curriculum is developed by the Ministry of Education and Culture of Indonesia (MECI). This curriculum is implemented by the government to replace the previous curriculum, namely the 2006 curriculum (KTSP) which has been used for more than six years in Indonesia.

2.3 Perception

Perception can be formed through human sensory organ, by seeing, hearing, touching, tasting or experiencing. As stated by Walgito (2004, p.87), the formation process of perception is preceded by the sensing process which is the admission process of the stimulus by individual through the sensory organs or also called sensory processes.

There are two kinds of perception that are used in this study, namely positive and negative perception. The positive perception refers to the teachers’ perception regarding the good side of the textbook, whereas the negatives refer to the teachers’ perception regarding the weak side of the textbook.

2.4 BSNP (Badan Standar Nasional Pendidikan)

BSNP (Badan Standar Nasional Pendidikan) is an independent and professional institution who develops, monitors, and evaluates the implementation of national education standards (BSNP 2013). BSNP has authority and responsible for assisting the Minister of National Education to develop national education standards, organize national examination, recommend the government in assuring and controlling the quality of education. Also, BSNP has task to formulate the criteria for graduation in the educational unit of primary and secondary school. The last task is to assess the feasibility of the content, language, and presentation in a textbook.

3. METHODS

In term of research methodology, the writer used descriptive qualitative research which aimed at describing the perception of English teachers of SMPN 2 Banda Aceh related to the content of English textbook “When English Rings a Bell” (2014 revised edition). The subject in this study was English teachers of SMPN 2 Banda Aceh. There were six English teachers in SMPN 2 Banda Aceh. But, the writer chose English teachers who were teaching the seventh grade. The interview was the only instrument used of this study. It was carried out within two days for both teachers which took times for about 25 minutes for each teacher to answer the question.

4. FINDINGS AND DISCUSSION

4.1 Results
To answer the research question of this study, the writer showed the interview results by displaying each question followed by both teachers’ answers in a table. The data displayed on the table are the ones that have been sorted by the writer. In advance, the teachers were labeled by the writer into T1 and T2 which refers to Teacher 1 and Teacher 2. In this case, the writer analyzed the teachers’ perception from the questions made based on 8 items of content feasibility aspect by BSNP, as it is completeness, deepness, social functions, elements and structure of meaning, linguistic features, up to date, life skills development, and cultural diversity development.

### 4.1.1 Completeness

In question number 2, the writer wanted to find out the relevance of “When English Rings a Bell” textbook with the curriculum and syllabus which is formulated as “What is your opinion about the relevance of “When English Rings a Bell” textbook with the Indonesia curriculum and syllabus?”

Table 4.1 Teacher Perception for question no. 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>T1</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Kalau menurut saya itu udah sesuai ya,</td>
<td>Kalau emang kita udah pelajari bukunya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>udah sesuai berdasarkan hasil penelitian, ya kan...</td>
<td>udah pasti dia kurikulumnya disesuaikan.</td>
</tr>
<tr>
<td>2</td>
<td>Apa pendapat ibu/bapak mengenai kesesuaian buku When English Ring a Bell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dengan kurikulum dan silabus pendidikan Indonesia?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it can be seen that both teachers have similar perception regarding the relevance between “When English Rings a Bell” textbook and the 2013 curriculum and syllabus in Indonesia. T1 said that “When English Rings a Bell” textbook was relevant to the 2013 curriculum and syllabus in Indonesia which was basically already appropriate with the expert research result. T2 stated, basically, a textbook is produced based on curriculum and syllabus, therefore, it will obviously be appropriate with those designated devices.

### 4.1.2 Deepness

In question number 4, the writer wanted to find out about the detail of materials presented in “When English Rings a Bell” textbook which is formulated as “Do you think “When English Rings a Bell” textbook presents the materials in detail or just a general overview?”

Table 4.2 Teacher Perception for question no. 4

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>T1</th>
<th>T2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Menurut ibu/bapak, sedetil apa penyajian materi-materi yang disajikan</td>
<td>Kalau saya lihat hanya sekedar gambaran</td>
<td>Kalau tentang bahan itu, kalau menurut</td>
</tr>
<tr>
<td></td>
<td>di dalam buku When English Rings a Bell,</td>
<td>umum saja... Gak mendetil, misalnya</td>
<td>saya lengkap ya...</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
From both teachers’ answers, it can be seen that they have different perception toward the question number 4. T1 stated that regarding the detail of displayed materials in “When English Rings a Bell” textbook, it merely provides the general overview in each topic. She said that if “When English Rings a Bell” is compared to “Let’s Talk” textbook (another English textbook) the latter was more specific than “When English Rings a Bell” textbook in displaying the materials. Therefore, the teacher needs to do some extra effort to review and analyze the materials before teaching.

In contrast to T1, T2 has different perception toward the detail of material displayed. She stated that “When English Rings a Bell” textbook is already complete. It means that the textbook contains specific materials to be delivered to students.

### 4.1.3 Social Function

In question number 7, the writer wanted to find out about the presentation of the concept and definitions presented in “When English Rings a Bell” textbook which is formulated as “What do you think about the concept and definition presentation in “When English Rings a Bell” textbook? Is it relevant with the field of study and does it contain no ambiguity?

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Bagaimana pendapat ibu/bapak tentang penyajian konsep dan definisi di dalam buku When English Rings a Bell? Apakah penyajianinya sudah sesuai dengan konsep dan definisi yang berlaku di bidang ilmu dan tidak menimbulkan banyak tafsir?</td>
<td>T1: ... Kalau buku ring-ring ini (When English Rings a Bell) tidak banyak membingungkan siswa,... T2: ...Untuk definisinya, mmm.. tidak menimbulkan banyak tafsir ya, karena terkadang.. apa.. guru sendiri yang menjelaskannya.</td>
</tr>
</tbody>
</table>

For question number 7, both teachers agree that the material displayed in “When English Rings a Bell” textbook contain no ambiguity. The teachers can understand the overall materials and easily deliver them to students.

### 4.1.4 Elements and Structure of Meaning

In question number 8, the writer wanted to find out about the language features of the texts presented in “When English Rings a Bell” textbook which is
formulated as “Does the “When English Rings a Bell” textbook display the text that already involved the generic structure of each text?”

Table 4.4 Teacher Perception for question no. 8

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.... Intinya, setiap buku yang dikeluarkan, termasuk buku When English Rings a Bell itu, itu memang udah bagus, udah teratur dia, karena setiap buku yang dikeluarkan udah lengkap kan, baik itu definisinya, materinya, strukturnya, udah lengkap.</td>
</tr>
</tbody>
</table>

Both teachers stated that “When English Rings a Bell” textbook has involved generic structures and language features of each text. T2 assumed that every published textbook was definitely adjusted its contents, from the definitions, materials, and generic structure. It was already complete and adjusted. However, T1 stated that the generic structures presented in this textbook are still general. Compared to “Let’s Talk” textbook, “When English Rings a Bell” textbook was not specific in presenting the materials. For example in providing the materials about transactional, functional, and interpersonal text, “When English Rings a Bell” textbook did not explain the type of each text broadly.

4.1.5 Linguistic Features
In question number 9, the writer wanted to find out about the language use in “When English Rings a Bell” textbook which is formulated as “What do you think about the language use in “When English Rings a Bell” textbook? Is it appropriate to students’ education level?”

Table 4.5 Teacher Perception for question on no. 9

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T1</td>
</tr>
<tr>
<td>9.</td>
<td>Bagaimana pendapat ibu/bapak tentang penggunaan bahasa di dalam buku When English Rings a Bell? Apakah sudah sesuai dengan tingkat pendidikan</td>
<td>Kalau bahasanya standar, bahkan ngg.. kalau siswa yang mampu, mungkin agak ini, agak, bahasanya boleh lebih di... Ya, mudah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kalo dibilang gak terlalu sulit, ya gak gampang-gampang juga ya.</td>
</tr>
</tbody>
</table>
siswa?  bagi dia.

According to the above teachers’ statement, the language use in “When English Rings a Bell” textbook was relevant to students’ education level. T1 said that the language use in “When English Rings a Bell” textbook was average, even it can be considered as an easy language for capable students. Meanwhile, T2 stated that the language use in the textbook was not too easy nor too difficult for seventh grade students.

4.1.6 Up to Date

In question number 10, the writer wanted to find out about the relevance materials with the local situation and condition in “When English Rings a Bell” textbook which is formulated as “Do you think the material (text, picture, table, example, cases, etc.) provided in “When English Rings a Bell” textbook is relevant with the situation and condition in Indonesia?”

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher Answer</th>
</tr>
</thead>
</table>
|     | Menurut ibu/bapak, apakah bahan ajar (teks, gambar, table, contoh, kasus, dll) yang terdapat di dalam buku When English Rings a Bell sesuai dengan situasi serta kondisi di Indonesia? | ... ada yang sesuai ada yang engga ... Lebih banyak yaa, sesuai. Sesuai dengan kehidupan sehari-hari, yang namanya kita kan kalau buku ini lebih ditekankan kepada sosialnya, ya kan.  

From the table above, it can be seen that both teachers have the same perception regarding question number 10. T2 stated that some parts of the materials such as text, picture, table, example, case, etc. are still influenced by the foreign culture. For example, T2 said that there is one text in “When English Rings a Bell” textbook that discusses about an ‘apartment’ which is basically described with the western life style. Meanwhile T1 said that “When English Rings a Bell” textbook provides the corresponding materials much more. The materials provided in this textbook emphasized more on students’ daily life.

4.1.7 Life Skills Development

In question number 11, the writer wanted to find out about the life skill aspects that can be found in “When English Rings a Bell” textbook which is formulated as “There are four life skill aspects, namely personal, social, academic, and vocational aspect. According to you, did the texts or communicative actions which are contained in “When English Rings a Bell” textbook link those four aspects? Give an example, if there any!”
Based on the table above, both teachers stated different answers for question number 11. T1 said that there were a lot of life skill aspects that can be found in “When English Rings a Bell” textbook. For example, students were expected to know about himself, his classmate, and able to solve the problem. Even these four life skill aspects were included in assessing students. In contrast to T1, T2 has a different perception toward the materials which include those four life skills. She stated that students’ ability cannot be associated with those four life skill aspects. They can merely master one or two skill aspects, whether it is social, vocational, personal or academic.

4.1.8 Cultural Diversity Development

In question number 12, the writer wanted to find out about the nationalistic value or local culture promotion that can be found in “When English Rings a Bell” textbook which is formulated as “What do you think about the materials provided in “When English Rings a Bell” textbook? Does it contain nationalistic value? such as, respect to culture diversity and local culture promotion?”

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Teacher Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Bagaimana pendapat ibu/bapak terhadap teks-teks bacaan atau materi yang disediakan, adakah terkandung nilai-nilai nasionalis atau pengembangan sikap kebhinekaan? Seperti</td>
<td>Ada, seperti kita mengenal makanan orang lain, budaya orang lain, kalau di buku lama malah lebih jelas ya, ada gambar jokowi lagi kan... Tapi kalau</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ada. Misalnya teks tentang white house, itu kan tentang gedung putih, itukan punya luar...</td>
</tr>
</tbody>
</table>
4.2 Discussion

The finding showed that teachers who taught English have some perceptions toward “When English Rings a Bell” textbook. Most of them show the good points of the textbook. From the result, it showed that “When English Rings a Bell” textbook was in accordance with 2013 Curriculum. This was congruent with the previous study conducted by Purnomowulan (2014) about the content analysis of an English textbook entitled Bahasa Inggris “When English Rings a Bell”. She found out that “When English Rings a Bell” textbook have met the criteria of a good textbook, and has also confirmed that all 2013 curriculum requirements have been accomplished which involve the competences, learning model, and cultural content.

Even though “When English Rings a Bell” is considered as a comprehensive textbook, it still has some weak points. The materials presented in “When English Rings a Bell” textbook were too general which led students to lack of understanding. This matter also in line with the research finding of Purnomowulan (2014) that some weaknesses were found in this textbook, they are include the shortage of pronunciation practice and supplementary or accompanying materials, such as audio, video, or compact disc. Also, some words were still too difficult for them; they still needed teacher to translate the words for them. Speaking and reading were mostly provided rather than writing and listening. This finding was significantly different with Syaifudin (2014), he points out that the textbook does not have enough reading text to support students’ reading skill. The visual in the textbook was not displayed in varied, so that students were less attracted and bored easily.

From the research findings, both teachers suggested the author of the book to specify the materials provided in When English Rings a Bell textbook, and for other teachers they suggested providing more additional materials either from the internet or other sources (textbook, magazine, newspaper, etc.). This finding was relevant with the research by Setiawati (2015). Based on the finding in her research, she suggested the book writer improve and develop the materials in When English Rings a Bell textbook. For the book users, she suggested looking for other books as additional learning sources to complete the materials from When English Rings a Bell textbook.
5. CONCLUSION AND SUGGESTIONS

According to the result and discussion in the previous chapter, it can be concluded that there are two kinds of perceptions regarding the use of “When English Rings a Bell” textbook, namely positive and negative perceptions. Regarding the positive perceptions, the teachers claimed that the textbook is a good textbook in the teaching and learning process. Whereas the negative perceptions, both teachers claimed that the textbook still has some points that need to be completed.

In this study, the writer only analyzed the perceptions of English teachers toward the content of “When English Rings a Bell” textbook. For other researchers, it is expected that they conduct further research about teachers’ perceptions toward textbook in a broader aspect of textbook assessment. It is also recommended that further research will involve another assessment aspect based on BSNP such as language feasibility aspect or presentation feasibility aspect.

6. REFERENCES


