

Chapter One

Introduction

This chapter explains several sections; the first is background of the study. The second section is statement of the problem; this section contains information on the main problem that will be investigated in this research. The third section is the delimitation of the problem. This section explains the limit that is discussed in this research. The next section is the research questions containing two questions of this research. The sixth section elaborates the objectives of the research; in this part the researcher explains the purpose of the study itself. The last section is the significance of this research which explains further on potential parties that will get benefits from this research in the near future.

Background of the Research

Textbook is one of necessary materials that the teachers can use in the classroom. According to Tok (2010), when English teachers use textbooks in the classroom, textbook helps teachers in teaching and learning activity. Using a textbook can make the teacher explain the material clearly to the student.

Besides, the textbook is guidance to learn the lesson of the subject. So, the teachers have to choose the right and suitable book for the students and related to the topics. Rosyida (2016) stated that choosing the right book is to make sure that the textbook is appropriate for the students and suitable for the teachers and to choose the right textbook, the teacher can analyze and evaluate the content of the textbook. The teacher also has to choose wisely because the textbook has to meet the students' needs. According to Richards (2001), the textbook is used to help the

teachers to teach the lesson to be more creative and interesting based on the students' need.

Also, in Indonesia, textbooks are provided by the government. Based on the Indonesian Ministry of Education and Culture (*Permendikbud*) No. 71 year 2013, some textbooks for teachers and students have been listed by the minister of Education and Culture. The textbook used is already in line with the curriculum 2013. Unfortunately, there is no ideal textbook even textbook from the Ministry of Education and Culture which sometimes is not suitable for the students.

Masuhara, Mc.Donough, and Shaw (2013) stated that no textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation. In addition, teachers have positive perception on using textbook. Hammad (2014) and Tawalbeh (2018) found that teachers mostly believe that textbooks are useful and textbooks meet the criteria as the main study tool.

In addition, the content of textbook is usually general or it does not specifically talk about certain culture. Meanwhile, students in Indonesia have many cultures and diversity. Jafarigohar and Ghaderi(2013) said that a specific textbook cannot support diversity of the learners, in this case different need of the learners. Therefore, the teachers have to change it and make it suitable for the students to facilitate the diversity of the learners. For example, in one state vocational high school, the researcher found that the teacher used a textbook, but the teacher changed the materials to the story that was familiar with the learners. It makes the researcher want to study about it and want to know about the

teachers' perception on the use of textbook, and the teachers' strategies on using textbook in vocational high school.

Based on a previous study about teachers' perception of using textbooks and strategies in using the textbook there some studies written by Tawalbeh (2018) and Yusuf (2008). According to Tawalbeh (2018), he found that instructors have a positive attitude in using textbooks that are used in Saudi Arabia at Taif University English Language Center in the Academic year 2017-2018. Also, the strategies of using textbooks have been researched by Yusuf (2008). He found the teachers' strategies in SMA KS 1 Bandung of using textbooks were skipping the materials that are too difficult neither for the teachers nor for their students, simplifying the materials, and giving exercises as homework for the students.

There are limitations to the recent and previous research which is the first study was at Taif University which is the instructors' perception of using textbooks in Saudi Arabia and the second research is in Indonesia but not using curriculum 2013. So, this research will focus on teachers' perceptions of textbook quality and strategies of using textbooks in Indonesia that used curriculum 2013.

Statement of the Problem

According to the researcher's experience, when the researcher did an internship in one state vocational high school, the teacher said that using textbook in the classroom would be easier but it sometime was not suitable for the student because the materials is not based on the student needs'. For example, the researcher also has experience when the researcher taught the students, the

researcher had to change the story with another story related to the students' lives or their major. The textbook in the school is provided by the government and school in the library. However, even the textbook was free but the textbook was not based on the student needs'. So, the researcher wants to investigate the teachers' perception of the quality of textbooks and explore the teachers' strategies when using textbooks.

Delimitation of the Problem

This research focuses on teachers' perception of textbook quality and strategies of using a textbook provided by the government used by the English teachers in the classroom. The objective of the study is to focuses to explore English teacher's perceptions in one of the state vocational high schools in Yogyakarta. This research participant is only two English teachers in one of the vocational high school in Yogyakarta.

Research Questions

The research questions for this research are presented as follows:

1. What is the teachers' perception on the quality of textbook?
2. What are the teacher's strategies of using textbook in state vocational high school?

Objectives of the Research

The objectives of this research are presented below:

1. To investigatethe teachers' perceptionon the quality of textbook used in onestate vocational high school.

2. To explore the teacher's strategies of using textbook in one state vocational high school based on their experience

Significance of the Research

The result of the research is expected to be beneficial for some parties such as help students, the researcher, the institution, and the other researchers. The explanation is presented below:

Teachers. This study is beneficial for English teachers because they can know the quality of textbook provided by the government. In addition, after reading this research, English teachers can know some strategies which can be applied in using textbook about the parts which have been appropriate with the learning goals and also the parts which need to combine with supplementary materials.

Institution. The result of this research can be used as an evaluation for the institution. Also, the data of this research can help the institutions to provide another source as supplementary materials to enhance their materials.

Textbook designer. This research can be feedback to the textbook designer. After reading this research, the designer can improve and make a better textbook for teachers and learners.

Other researchers. This research can help another researcher to continue this research to a deeper research. Then, the future researcher also can take some points to conduct particular research in a similar topic. This research can be used as their references.

Organization of the Chapter

This research consists of five chapters that briefly explain an overview of each research chapter. The first chapter presents the introduction of the research. In introduction, there are seven parts namely background of the research, statement of the problem, delimitation of the research, research questions, objectives of the research, significance of the research, and organization of the chapters. The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a variety of topic discussion of the textbook. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers the definition of the textbook, criteria of a good textbook, and strategies of using the textbook, review of related studies, and conceptual framework. In chapter three, it discusses the research methodology. This chapter gives a clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists of seven parts of methodology namely research design, research setting, research participant, data collection technique, data gathering procedure, data analysis, and trustworthiness. In chapter four, it discusses the research finding and discussion. This chapter provides detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the finding to the relevant literature reviews or theories provided in this research to be the discussion of the research. Chapter five includes the conclusion and suggestion. In this chapter, the researcher presents the conclusion of the research finding related to the research problems. Also, this chapter contains the suggestion for some parties related to this research.