

TEACHERS' PERCEPTION OF THE 2013 CURRICULUM ENGLISH TEXTBOOK "WHEN ENGLISH RINGS A BELL"

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Abstract: With the implementation of the 2013 Curriculum in Indonesia, government through its Ministry of Education and Culture (MoEC) provides schools with English textbook. This textbook is used for the language learning input which may affect the output of learning process. To know the quality of the textbook, the researcher conducted a research on the extent to which teachers' perceive the quality of the book. A more special attention was especially paid to the listening material. This research used qualitative method with narrative design. The instruments of this research are questionnaire and interview. The result of the study shows that teachers give positive response toward the textbook in general. Meanwhile, when it comes to the listening material, they give the opposite response.

Keywords: Listening material, English textbook, the 2013 curriculum, Teachers' perception.

INTRODUCTION

In the 2013, the Indonesian teaching context introduced a new revised curriculum. The implementation of the revised curriculum was done to the betterment of educational quality to be able to face the globalization challenges (Nur & Madkur, 2014). The new curriculum, which is called as the Revised 2013 Curriculum allows both teachers and learners to use the provided English textbook prepared by the Ministry of Education and Culture (MoEC). These books can be downloaded freely or available freely online. The government provides schools with two kinds of books, one for the students and the other one is for the teachers. The book for the students is the student book and the book for the teachers is the teacher handbook of the students' textbook. The students textbook contains materials which are designed integratedly. In sum, the four skills of English (listening, reading, speaking and writing) materials are arranged integratedly in this textbook (Wachidah, Gunawan, & Khatimah, 2017).

Regarding listening, this skill is considered as one of the main skills that should be mastered by learners in learning English since it plays important role during the process of language learning. Listening belongs to the basic skill of language learning that help learners to communicate effectively (Nunan, 1998). Besides, the listening activity in the classroom let learners gain input for language learning (Rost, 1994). Input is very important for learners' language development because in achieving certain stage in the language development, learners need to comprehend the given input. Without understanding the input, the process of language learning will not be able to begin.

Considering the importance of listening in language learning process, teachers have to be able to determine appropriate learning materials to be given to the learners. Learning materials or learning sources refer to any materials with instructional content which is used for formal or

informal learning purpose (Evaluation & Selection of Learning Resources: a Guide, 2008). The listening materials must contain several aspects to support learners' language learning. Moreover, listening materials also refer to anything which are used by teachers during the listening activity to support the language learning process. The appropriate listening materials should fit the learners need and thus, comprehensible inputs become important.

Since inputs are important to support the language learning process of the EFL learners, it is urgent that the textbook which is used for language learning be evaluated. It is important to analyze the quality of the textbook content and especially the listening materials in the textbook. Therefore, the researcher is interested in finding out the quality of the listening material provided in the textbook that can be known from the teachers' perception.

METHOD

The present study used qualitative method with narrative qualitative design. The instruments of this research are questionnaire and interview. Questionnaire was used to gain information related to teachers' perception toward the K13 textbook, then the interview was done in order to gain and confirm the collected data from the questionnaire. This research used purposive sampling. The participants of this research were EFL teachers who teach in junior high school level and they have experience in using the K13 textbook

FINDING AND DISCUSSION

Most of the research participants give positive response toward the K13 English textbook general content. They agree that this textbook suits the learning situation. The content of the textbook can fit the situation where the book is implemented. In addition, the textbook is considered as a good resource for students and it could help teachers in applying various teaching style.

"The textbook's content is close to our students' daily life, the topics are interesting and easy to be understood since it relates to their daily life" - Teacher A-

"This textbook helps me in teaching, it can be used in any kind of learning situation and I can apply various teaching style" –Teacher B-

The K13 curriculum regulation demands teachers to follow the prepared teaching method provided in the textbook. Even though teachers think that the textbook lets them applying various teaching method or style, they still have to obey the regulation exists in the 2013 curriculum which is about scientific method of learning process. According to the teachers' manual textbook, there are several steps of scientific leaning process: observation, questioning, exploration, analyzing, and communicating (Wachidah, Gunawan, & Khatimah, 2017).

The first learning process as suggested by the 2013 curriculum is observation. In this process, students are expected to observe the initial input given by the teachers which could stimulate them in starting the learning process. The second process is questioning. In this process, students are expected to ask some questions related to the previous observation process, it can be about the communicative function or utterance or language structure. Teachers should assist students during this process. The next process is exploration. Students are expected to find out

more information related to the learning input that can be taken from different sources. The next process is associating. In this process, students are expected to work in group discussing about the learning input or learning material, the teachers will give feedback toward the result of discussion. The last process is communicating. This process expects students to present, share, or demonstrate what they have learnt to class, and then teachers will give feedback related to their performance.

Although this textbook is generally good resources for students, it was found that the teachers disagree that the textbook covers most of students' need.

"I don't think that this book cover students' need, because you see that, there is only little listening material. It may cover students' need in speaking but I guess no for listening" –Teacher A-

"In listening, I think it cannot cover students' need, lyric and song are not enough for them, they need more input" –Teacher C-

Facilitating the learners need is not an easy job to be done. Learners have various needs during the English language learning process. However, it is important for a textbook to give at least the crucial input for learners which is the language input. Comprehensible input is crucial during the second language learning process (Krashen, 1982). Instead of just knowing what someone says, it is important to understand the delivered message, meaning, or information.

In term of the textbook content, teachers also give positive response. They agree that the textbook ease learners and teachers during the learning process. The organization of the textbook is considered sufficient for both teachers and learners. The content of the textbook is well sequenced so that learners could learn better and will not get confused during the learning process.

"This textbook makes teaching be easier, the content is arranged well"
–Teacher D-

"The arrangement of the textbook's content, I think, it is well sequenced, and also I think it can help my students in learning, they will not get confused"
–Teacher A-

Furthermore, the materials support learners to have an individual study or independent study. Individual study let learners learning English individually or independently without the supervision of their teachers. This finding is in line with Tomlinson (2008). He states that a textbook is a good textbook if it promotes individual learning.

"This textbook, I think it can help my students learning by themselves since everything is stated clearly in the textbook, and also the topic is not that difficult to be learnt" –Teacher B-

In term of its media feature, when it comes to whether the textbook provides CD, teachers' guide or workbook, teachers have a different statement. They said both agree and disagree.

Researcher found that this textbook provides teachers guide and workbook but she cannot find CD in this textbook. It is better for a textbook to be completed with a CD (Tomlinson, 2011). The ELT materials must make use of multimedia in order to support the students' efforts to have better and varied language experience.

"This textbook does not provide CD for the listening material, there are only small number of listening material in this textbook"-Teacher C-

In term of listening material, teachers give negative response when it comes to the statement that *the textbook provided Listening materials*. They agree that there is no listening materials in the textbook. The textbook does not provide audio texts for listening activities. Even though the survey result states that there is no listening material provided by the textbook, researcher found a different point of view. It was found that there are several listening activities although it is presented visually. The listening materials are in the form of songs or dialogues spoken by teacher or students in role-play activities. Then, these activities become the inputs for the students in learning English as the listening activity. Krashen (1981) stated that students are able to acquire language when they are given a lot of input. The input refers to reading text or listening text. Teachers' point of view may think that there is no listening materials since the textbook does not provide any audio recording materials in the form of CDs or DVDs, However, the listening materials are actually available in the form of texts written in the textbook. Although they may not be enough for students' input in listening activity, but they still can be used for the listening activities itself.

As the input for the listening activity, teachers tend to do role play in the classroom. After giving example to students, teachers ask them to do role play. This kind of condition is also stated by the teachers when they were asked what kind of activity done to give students input of listening activity.

"For the listening activity, I tend to ask my students to make a dialogue and have a role play in the class, and it will be the listening input for the other students"
Teacher D

From the explanation above, it was found that although the textbook does not provide audio texts for listening activities, written texts such as dialogues are available to be used as the input sources for the listening activities. However, this kind of listening activity is considered not enough for student since it not appropriate for students need to be given models (audio texts) rather than written texts as model of listening activities.

The good input may help students learn English better but the findings show that the textbook only provides written dialog examples and no audio texts. The teachers agree that the listening materials or inputs of the textbook do not cover the students' need. Moreover, the listening material is not spoken by native speaker. Tomlinson (2011) stated that the listening material should contain real-life context of the native speakers to help students get better understanding about the target language. Meanwhile, the provided listening materials do not contain the real life contexts and are not spoken by the native speakers. This kind of condition makes the available listening materials is less in value. Since the listening activity and material are from dialogue spoken by teachers or students, there is no guarantee that students' or teachers'

pronunciation is already native like, they may mispronounce the word. It makes students gain wrong input that may influence their comprehension in learning the target language.

From the explanation above, it can be seen that the textbook *When English Rings a Bell* is considered as the good resource for students, since it allows teachers to apply various teaching methods although they still have to follow the prepared teaching style by the MoEC of Indonesia. Regarding the listening materials, there is a room for this textbook to be enhanced in terms of quality and content.

CONCLUSIONS AND SUGGESTIONS

Considering some current issues related to the implementation of the 2013 Curriculum, it is interesting to find out how teachers view the curriculum itself. One of interesting point in the current curriculum is the provision of an English textbook, *When English Rings a Bell* which is prepared by the MoEC. This textbook is suggested to be used in teaching and learning process. As the input for students, the student textbook is expected to affect the outputs of the learning process. Regarding this point, teachers may have their own point of view related to the textbook.

In general, the respondents of the study agree that this textbook is credible to be used for the language learning process. Teachers also think that this textbook may benefit them and also their students. They agree that this textbook suits the learning situation. The content of the textbook can fit the situation where the book is implemented. Those benefits then ease teachers and learners in conducting the language learning process. Furthermore, researcher found an interesting fact, teachers claim that by using the textbook, it can help them to use various teaching style that may help them teachers in avoiding the monotonous teaching process. In term of the listening materials, the respondents had different ideas. Some stated that the textbook provides listening materials but others mentioned the opposite thing. When the researcher analyzed the textbook, she found that this textbook provides listening materials but they are presented visually. No audio texts are available to support the listening activities provided by the textbook.

From the teachers' perception, it can be seen that, this textbook may give benefit for students and it can be used for the learning process. Furthermore, it is also important to consider about the materials for listening activities. Teachers may give positive and negative respond toward the textbook, they may have different point of view but it can be concluded that this textbook can be used for learning process and there should be betterment in term of its listening material in order to help students gain more input and more language experience.

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