

THE ANALYSIS OF TEACHERS' PREPARATION IN USING ENGLISH TEXTBOOK

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Abstract: Most teachers focus more on taking the materials and delivering all chapters from textbook rather preparing their own materials with supplementary materials from other sources. The study aims to investigate the ways and the advantages of teachers' preparation in using textbook creatively. Qualitative case study was utilized to get clear illustration of teachers' preparation in combining the textbook with other materials. The study revealed that in using textbook creatively, teachers did some steps which suggested by Harmer (2007b), such as replacing, adding, and adapting. The data also obtained some advantages, namely (1) matching the materials which are suitable for the students; (2) engaging students' interest in learning; (3) giving new experience for teachers; and (4) bringing the reality to the students. In addition, when teachers combined textbook with other authentic materials, it was responded positively by the students and it gave a number of benefits for both the teachers and students. Thus, it is recommended that the next researchers may want to conduct the research about instructional materials from preparation stage until the implementation in the classroom.

Keywords: *teachers' preparation, English textbook*

Introduction

Teachers, without preparation and materials in teaching, are like chefs without cooking ingredients (Suherdi, 2013). They cannot make any foods, but they can only turn on the stove and heat the frying pan up. On the point of that, preparing the activity and materials is important for the teachers before they deliver the lesson to motivate students in the classroom (Gujjar & Malik, 2007).

Teachers should prepare the well-organized activities and materials which will be delivered to the students, because the lesson has a far greater chance of success than a chaotic one (Harmer, 2007a, 2007b). It means that teachers are highly suggested to creatively use the textbook material, not only to teach the materials or chapters in the textbook. They have to synchronize the material with lesson plan and syllabus that were created by the teachers (Pajarwaty, 2009; Chu Ying & Young, 2011). It is also supported by Brown (2001) who states that when teachers use textbook as a material, they have to pay attention to several points in lesson plan such as goal, objectives, materials and equipment, procedures, evaluation, and extra class work.

Numerous previous studies have been conducted on teachers' use of English textbook (Pajarwaty, 2009; Aminuddin, 2009; Chu Ying & Young, 2011). However, there are limited sources and research about teachers' preparation in using English textbook. Preparing the teaching and learning materials is considered as one of the important stages before acting out the plans in the classroom (Aminuddin, 2009).

Based on the explanations above, this study is conducted to investigate the teachers' preparation in using English textbook and the advantages of it. The results of the study are expected to give significant contribution for English language teaching, and to enrich the information about the use of textbook and teachers' competency in materials' use.

Theoretical Framework

1. Characteristics of a good textbook

English language teaching and learning has many important components, but the essential one in many EFL classrooms is the textbook (Hinchman, 2002; Cheng, 2011). Sometimes, teachers feel that it is difficult for them to teach systematically without a textbook. Indeed, the textbook plays a crucial role in providing a base of materials for both teachers and learners (Hutchinson & Torres, 1994).

In language teaching, teachers need to identify whether that textbook suitable or not for the students. Harmer (2007b) proposes several criteria in choosing a suitable textbook for the students, such as price and availability, add-ons and extras, layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriacy, and teacher's guide. Moreover, Ur (2006) also suggests some points that should be considered in using textbook, namely framework, syllabus, ready-made texts and tasks, economy, convenience, guidance, and autonomy.

2. Materials modification

Before teachers act out in front of the students, they have to prepare their teaching materials well. They cannot only copy and paste all the materials provided in the textbook, since it will demotivate the students (Suherdi, 2013). Teachers can combine authentic materials and textbooks to obtain interesting media or lessons for the students and to modify the textbook (Harmer, 2007a). There are four alternatives to modify the materials in textbook, such as ignoring the lesson, replacing the textbook lesson with one of our original products or authentic materials, adding what is in the book, and adapting the lesson (Harmer, 2007b).

To modify the materials, at the beginning teachers need to concern in (1) choosing inputs and sources and (2) selecting exercise types (Richards, 2001). In choosing inputs and sources, teachers need to see the goals and objectives from the lesson plan as well as find out the standard competence stated in the syllabus. In choosing the textbook which are appropriate for the students, teachers should use some techniques which may take a variety of forms in modifying the materials. There are several techniques such as modifying content (Richards, 2001; Harmer, 2007b), adding or deleting content (Richards, 2001; Harmer, 2007b), reorganizing content (Richards, 2001), addressing omissions (Richards, 2001), and extending task (Richards, 2001; Harmer, 2007b).

Research Methodology

This study employed a qualitative case study design since the data were gathered through multiple sources as stated by Hitchcock and Hughes (1995 in Cohen et al, 2007). The participants of this study were two teachers of two different senior high schools in Bandung. Those two teachers were chosen because they used same textbook entitled "Look Ahead 2" and they combined the textbook with other sources. They use textbook creatively as suggested by Harmer (2007b). The data collecting procedure involved document analysis and interview.

Findings and Discussion

1. Ways of teachers' preparation in using textbook

According to the data obtained, it was found that textbook was used by the teachers as supplementary materials. They also adapted, added, and replaced the textbook with others materials, namely authentic or commercial materials. Teachers added and chose the material in preparation stage and matched the materials with goals in the syllabus or lesson plan.

Based on the document analysis that was conducted, it was found that in using textbook materials, the teachers focused on several main points in the textbook. The points were the contents and topics of the materials, the distribution of the four language skills or activities, and the organization of the appropriate textbook.

In line with the analysis on the content of the textbook, this study found that the textbook provides the general contents and topics. This indicates that the textbook was match with the program in the syllabus. This appears to show that it was the important choice of contents and topics in the textbook in accordance with the English program in the class as Harmer (2007b) noticed (see section 2.2). The textbook "Look Ahead 2" promote several criteria of suitable textbook for the students which are suggested by Harmer (2007b) namely price and availability, add-ons and extras, layout and design, instructions, methodology, syllabus, language skills, topics, cultural appropriacy, and teachers' guide. In this study researcher only focus on instructions, methodology, language skills, topics, and cultural appropriacy.

2. The advantages of preparation stage in using textbook

Based on the second research questions, there were some benefits of adding and replacing the materials from textbooks with authentic materials, such as (1) matching the materials which are suitable for the students, (2) engaging students' interest in learning, (3) giving new experience for teachers, and (4) bringing the reality to the students. These findings are in line with Gebhard's statements (2006).

From the planned classroom activities and source of materials, it was expected that the two teachers did not only use textbook as their primary source, nonetheless they were expected to combine the materials in the textbook with other sources. In the interview, one of the teachers stated that when she taught report text, she did not only use Look Ahead textbook but also she uses encyclopedia as a students' guidance to increase the information in writing report text. Besides that, the other teacher also provided cassette and script for students. Moreover, the second teacher also used authentic materials besides the textbook. That teacher taught short functional text using real banner, authentic poster, and real pamphlet.

The creative use of textbook can engage students' interest in learning. It is supported by a statement from the second teacher in the interview. She said that "*For some students it is useful because they are interested in the new material. They said that their English teachers in the senior high school only focused on the textbook so it might have been a new experience for them to have the authentic materials in the classroom*". That argument is in line with Harmer (2007b). He says that in organizing the activity and materials which will be

delivered in the classroom, students can see the preparation and enthusiasm of teachers in facing and conducting the lesson.

Conclusion

The result of the study indicates that preparation in using English textbook is important for the teachers in order to be creative in developing the materials, to be able to use authentic and commercial materials beside textbook, and give many benefits both for the students and the teachers. Those materials are easily taken from the environment and the internet. Through several instruments, teachers can bring the reality to the students in the classroom.

In using textbook creatively teachers obtained some advantages, namely (1) matching the materials which are suitable for the students; (2) engaging students interest in learning; (3) giving new experience for teachers; and (4) bringing the reality to the students. In addition, when teachers did not use the textbook as a single source but they combine it with other authentic materials, it was responded positively give a number of benefits for the teachers and students.

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