CHAPTER I

INTRODUCTION

This chapter consists of several topics. The topics include background of the study, statement of the problem, purposes of the study, significant of the study, scope and limitation, and definition of key terms. The specific information is explained as below:

1.1. Background of the Study

Perception is the process of human to interpret and organize sensation in order to produce a meaningful experience of the world (Pickens, 2005:52). It means, when people are challenged to giving a certain situation or stimuli, they will interpret it meaningfully based on prior experience they had. In relation to its processes, Wood (2010:68-76) suggests that there are three processing steps of human perception, namely selecting stimuli, organizing it and interpreting it meaningfully. However, Pickens (2005:52) adds that the perception in which coming up from people is frequently different from reality.

Taking people’s perception about something is quite needed in any cases such as in education matter. In education, perception may takes an important part to help the government to identify the successfulness of its system such as in the implementation of current curriculum which is well-known as 2013 curriculum. Gathering perceptions from teachers and students about its implementation may help the government who
takes responsible in education to recognize and identify whether it works effectively or does not. One of several aspects that can indicate the successful of the implementation of 2013 curriculum is the quality of its textbook, which is one of the important education tools where students can get the information.

Textbook is one of many learning resources which is dominantly utilized by the students and the teacher in a classroom. In relation to the significance of a textbook, Sitepu (2012:11) argues that a textbook consists of many information that can be employed to identify everything occurring in the past, in the present and everything that will occur in the future, and it also consists of science, technology and art that can be used by individual to develop the quality of life. Generally, writing and designing a textbook must take several aspects that must be thought carefully by the author. According to Kurniasih and Sani (2014:69-71), the four components that must be considered by the author in writing and designing a textbook are namely content, language, presentation and graphic. Additionally, Sitepu (2012:20) reveals that the appraisal on a textbook which is held by the government is to determine the appropriateness of a textbook by considering its content, language, presentation, and graphic and it is based on the constitution of ministry of national education no 11 year 2005, article 43, paragraph 5.

Although the government has a standard procedure on producing a textbook, there are always shortages that need to be discussed particularly for a textbook that is designed for a language program such as English textbook. Richard (2001:267)
believes that commercial textbook will never be a perfect fit for a language program. The statement above is essentially warning the publisher and the government to be aware of any mistake on producing a textbook for a language program. As one of many resources which is dominantly utilized in a classroom and designed for a language program, English textbook has to avoid from any mistake in its writing and designing. However, it is an absolute agreement that if any mistake is found in writing and designing English textbook, the impact of its mistake does not only affect students but also teachers. For instance, the author neglects to correspond the language use, the word selection and the content level to the students’ level in writing and designing English textbook. Some students in a classroom may get the difficulties while reading and understanding a certain topic because the language use and the word selection do not fit into their level. In addition, they may get the distortion and misunderstanding of a certain text because the content level is improper.

Thus, all problems above have possibility to make English teachers to do an extra works such as clarifying a difficult language use which is found in some topics and texts, analyzing many difficult words and changing them into a simple one, and consulting to other English teachers related to improper content level found in a certain topic. Meanwhile, the purpose of using a textbook in a classroom is to help teachers in teaching-learning process. Furthermore, the English textbook that will be discussed by the researcher is the first edition since the current curriculum in Indonesia was first implemented and the first edition is commonly susceptible with mistakes. Therefore,
the researcher must gather the perception from English teachers related to the quality of English textbook in order to recognize its quality.

The information above is based on theoretical contemplation and for empirical consideration, there are three studies related to perception that have been conducted by three researchers. They are Diniah (2013), Srakang (2013) and Oki (2010).

The recent study was conducted by Diniah (2013); she analyzed the perceptions of teachers about the use of English textbook in EFL classrooms. She used descriptive study of EFL teachers at one Islamic high school in Cirebon. The result of her investigation indicated that EFL teachers perceived positively about the use of English textbook in EFL classrooms. The teachers said that the textbook fit into the students’ need, the teachers’ need, the syllabus and the examination topics. In using the textbook, the teachers strategically adapted the textbook by modifying the tasks, adding and omitting the materials. In relation to the difficulties faced by the teachers in using the textbook, there were two difficulties, both were the complexity of materials and the limited aids for teaching.

Moreover, Srakang (2013) studied teachers’ perceptions about using English textbook. In his research, the teachers who were being investigated their perceptions were the teachers who taught the 10th grade student in Maha Sarakham Province. The result of his investigation classified two type of teachers, both were the pro-textbook teachers and the anti-textbook teachers. The pro-textbook teachers perceived and believed that English textbook helped them to conduct an effective teaching process,
while the anti-textbook teachers perceived that English textbook contained various limitations. Moreover, they found several problems in using English textbook, those problems were inadequacy and irrelevancy between the textbook and the learners’ need, inappropriateness of some cultural content, lack of relevance to learners’ language proficiency, class size and time constrains. Those problems were hindered teachers to use English textbook effectively.

The other researcher who has conducted the research about perception was Oki (2010); he investigated teachers’ perception about the quality of English textbook for the 8<sup>th</sup> grade students of junior high school in Semarang published by Semarang city government. He took 20 English teachers as his research subjects. From those 20 English teachers, he concluded that English textbook for the 8<sup>th</sup> grade students of junior high school in Semarang had a good quality. It was based on final conclusion from 20 English teachers’ perceptions. Two English teachers perceived that the English textbook had a very good quality, eight of them stated that it had a good quality, nine of them were moderate and one of them said that it had a very bad quality.

Considering the reasons above and the intention to recognize and comprehend English teachers’ perception about the quality of English textbook used by the first grade students in senior high school, the researcher intended to conduct the research entitled “English Teachers’ Perception about the Quality of English Textbook Based on 2013 Curriculum Used by the First Grade Students at SMAN 1 Baureno-Bojonegoro”.

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1.2. Statement of the Problem

To conduct this research, the researcher discusses and provides statement of the problem that is:

1. What is English teachers’ perception about the quality of English textbook based on 2013 curriculum used by the first grade students at SMAN 1 Baureno-Bojonegoro?

1.3. Purpose of the Study

To answer statement of the problem, the researcher decides the purpose of the study that is:

1. To investigate and describe English teachers’ perception about the quality of English textbook based on 2013 curriculum used by the first grade students at SMAN 1 Baureno-Bojonegoro.

1.4. Significance of the Study

The significance of this study is divided into theoretical and practical. In theoretical aspect, it is to provide a real information about English teachers’ perception about the quality of English textbook based on 2013 curriculum used by the first grade students at SMAN 1 Baureno-Bojonegoro. In practical aspect, it is expected that this study give benefit to the government and English teachers in the form of information related to the quality of English textbook based on 2013 curriculum based on English teachers’ perception and help them to recognize well about its quality.
Moreover, it is expected that this study can give the benefit in the form of information to the next researcher who intend to do the research related to this topic and it is hope for the next researcher to complete the aspect that need to be discussed which was not mentioned in this study.

1.5. Scope and Limitation

It is impossible to conduct this research by involving an all of aspects. Therefore, the researcher needs to make the scope and limitation in order to minimize the discussed topic and to avoid a broader discussion. The scope of this research is the quality of English textbook based on 2013 curriculum used by the first grade students at SMAN 1 Baureno-Bojonegoro and the limitation is describing English teachers’ perception about its quality.

1.6. Definition of Key terms

The definition of key terms are provided and written by the researcher in order to avoid the reader from misunderstanding related to some words found in this study. Those words are:

1. **Perception**: Perception is the active process of human being to create meaningful interpretation through systematic processes namely selecting, organizing and interpreting phenomena such as people, objects, events and situation (Wood, 2010:68).
2. **Quality**: The degree to which a set of inherent characteristics fulfils the requirement. (Dale, 2003:4)

3. **English textbook**: One of several textbooks used in teaching-learning process in which all topics and materials are designed for English language program and written in English language.

4. **Curriculum**: A set of plans and arrangements toward the purpose, content, and teaching material and method used to guide teaching-learning activities to achieve a specific educational goals. (Sitepu, 2012:57)

5. **2013 Curriculum**: The current implemented curriculum in Indonesia which is designed to emphasize character education as its objective and students are characterized through observing, discussing and analyzing the science taught by the teacher in order to comprehend the environment around them, the life and the social life. (Marlina, 2013)