

THE USE OF “GROW WITH ENGLISH A THEMATIC ENGLISH COURSE FOR ELEMENTARY STUDENT” COURSEBOOK : TEACHER PERCEPTION

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Abstract

Instructional media is an important role for the continuity of the teaching and learning process. There are various types of instructional media that can be used by the teacher. In this opportunity, the researchers conducted the research depth with the use of coursebook as instructional media in the classroom. This study aims at finding out teacher's perception toward the use of English textbooks in elementary school. This study used descriptive qualitative research design. The respondent of this study is an English teacher of elementary school in West Bandung. The researcher used revealed interview, observation, and document analysis in collecting data. The results of this study that the cover of the book is interesting, the content is easy to understand and the many pictures attract students to learn.

Keywords: Teacher Perception, Coursebook

INTRODUCTION

Instructional media is a learning instrument that is useful to assist teachers in teaching material to students, especially English lessons. Media becomes very important for the teacher as supporting the learning process, students become more understanding about what the teacher teaches and in order to attract the attention of students, the learning process will feel different. Many types of instructional media from textbooks to the internet, such as the use of coursebooks that are often used by teachers. According to Reftyawati (2017) cited from (Onasanya, 2004) Course book is one of print media which has been used by teachers as the guide of teaching learning, The course is the print media used by students as a guide for learning.

The need for textbooks at this time is still the main media in carrying out teaching and learning activities in class. Coursebook are not only a main medium for students to learn, but also a guide for teacher in the learning process. Textbooks are the solution to obtain teaching materials. Coursebook are expected to really have quality contents that are in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of whether or not teaching materials are understood by teachers and students, and presented in an interesting way. One of the factors determining the success of students in using coursebooks is determined by the quality of the coursebooks.

The coursebook used in the study is a fifth grade elementary school book entitled "Grow With English: A Thematic English Course For Elementary Students". This book is a book published by Erlangga which is distributed by the education office to be used as a support to the learning process along with the implementation of the 2013 curriculum. teacher learning support must understand the contents of the material contained in the book before it is explained to students in class. According to Departemen Pendidikan Nasional (2005) in measuring the quality of

textbooks, important aspects must be considered, namely the appropriateness of content, language, presentation and graphics. If there is one that is less worried there is a different understanding between students and teacher.

In addition, Hartono (2003) stated that the coursebook has a variety of benefits, the coursebook can provide a variety of basic knowledge and skills to students, second, textbooks provide a basic framework of material to be taught and the best way in developing teacher professionalism, all three coursebooks can be used by people parents to be able to monitor children's development. That way, the coursebook is very useful for students to help understand the material provided by the teacher. Tomlinson (2003, in Demir & Ertas, 2014) states that textbooks help provide a useful way for teachers and students, allowing teachers and students to be able to see what can be done in the next lesson and what has been done in previous lessons.

With the explanation of the benefits, the Coursebook is very important to be evaluated by the teacher who uses it so that they can find out whether the book is appropriate or not used in class. Moreover, McDonough (2013) adds that coursebook evaluations are conducted to find out whether the material in the book is good to teach, and students who use coursebooks do not experience difficulties and enjoy the learning process, such as the teacher in the class studied by. researchers the teacher is very competent in teaching the material contained in the textbook.

The coursebook was evaluated by the English teacher and the researcher took several things that should be included in the coursebook evaluation, the researcher took the theory from (Brewster, 2007) that there were several aspects in evaluating a coursebook for elementary schools, the researcher adjusted the aspects to the teacher's observation and perception processes there are 48 aspects that become the assessment factors in the coursebook evaluation. Researchers take 3 aspects that stand out and match the given teacher perception.

The aim of this research is to find out how the teacher's perception toward the use "Grow With English: A Thematic English Course For Elementary Students".

METHOD

In this case the researcher used a qualitative approach, because the problems are related to humans which are fundamentally dependent on observation. According to Moleong (2019) that: Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, actions and others holistically and by means of description in the form of words and language , in a special natural context and by utilizing various natural methods. Furthermore, to understand the issue or problem in depth, a researcher needs to investigate and explore one or several cases in a certain period of time and collect data from various sources such as observations, documents, reports, and interviews.

Interview were conducted in order to obtain information directly from the resource person, Sugiyono (2010) explained that "a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic". Interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic.

The respondent of this research was an English teacher in elementary schools in Cimareme. The interview begins by asking the teacher's identity and the school's identity in general. The teacher explains her Identity and School Identity in general.




RESULTS AND DISCUSSION

Results

The data from interview showed there the coursebook from PT. Erlangga class V with the title "Grow with English a thematic English course for Elementary Students" used in her class. The teacher explains from his own perspective how the feasibility of the English book.

In addition, the book used is a book that has been tested for eligibility for distribution to each school and in accordance with the KD (*Kompetensi Dasar*) that was taken, the book has points that are not too difficult to understand.

The Interview data also showed several teachers perception as follow :

| No | Teacher Perception | Explanation | Evidence |
|----|---|--|---|
| 1. | The book cover is informative and attractive to young learners | The book has an interesting cover for fifth grade elementary school students. |  |
| 2. | The book contents and additional materials look interesting and fun to young learners | Each word used is easily understood by the teacher and students, so it does not make the teacher difficult to explain to students. The material contained in the book can be understood by students. |  |
| 3. | The topics are realistic and likely to appeal to young learners | What is taught in the book is right on target for grade V |  |

(Brewster, 2007)

Discussion

Based on the data above, it can be seen that the book cover is informative and attractive to young learners, as stated in iterview data that the book has an interesting cover for fifth grade elementary school students and attractive to students. It is supported by the data from observation that students seem interested in seeing the English book covers they use, even though they have to use 1 book by two people but students still follow the learning well and enthusiastically.

In addition, the data that the book contents and additional materials look interesting and fun to young learners, as stated in interview data that each word used is easily understood by the teacher and students, so it does not make the teacher difficult to explain to students. The material contained in the book can be understood by students. It is supported by the data from observation that almost all students understand what material is being studied, of course, explained first by the teacher. Students always point to words that they find interesting and look at the contents of the book while listening to the explanation from the teacher.

And the last data that the topics are realistic and likely to appeal to young learners, and the teacher explained that what is taught in the book is right on target for grade V, the book used contains words that are suitable for elementary school children and easy. understood. It is supported by the data from observation that students answer understand when asked by the teacher because the content of the material contained in the book is quite easy and does not make it difficult for teachers and students to understand it, although there are still some students who often ask questions about how to pronounce words in English and its meaning, it shows that students are very interested in learning to use the book.

The teacher also explained that the books used were books that had been tested for feasibility to be brought to their respective schools and were in accordance with the KD (Basic Competencies) taken by the book with points that were not too difficult to implement. In accordance with the explanation above that the book has an attractive cover for fifth grade elementary school students, every word used is easy to implement by teachers and students, so it doesn't make it difficult for teachers to explain to students. Then in terms of the content of the book with appropriate learning content for grade V students that have been regulated by the government, and interesting with images that support each text contained in the book. As well as a full color book design that can make students more interested in learning English. The textbooks used are very helpful for teachers in delivering material to students, in addition to inadequate school facilities using other media such as projectors, with textbooks provided by the teacher government are very helpful and read more about whether the material is studied properly or not. The weakness of the book is only the distribution given to schools so that not all students have the book.

From this study the researcher saw the teacher using textbooks from the beginning to the end of learning and it seemed that there were no deficiencies in the textbooks, the teacher explained only the material that would be repeated at that time so that it was only reviewed how students' understanding of the learning material was given.

CONCLUSION

The results showed the teacher's perception of the textbooks used that the book is suitable to be explained to students and easily understood by teachers and students. The teacher that positive perception on coursebooks is that the book meets the basic competencies taken and makes it easier for teachers in the learning process. The coursebook used also has strength and weakness. The strength, as explained by the English teacher, is that the books used are very attractive to students, ranging from colorful covers, suitable content, to choosing words that can be understood by teachers and students, and there are many interesting pictures for students. Students also do not feel bored during the learning process. All books must have many benefits for students not only in terms of content, but in terms of covers and images that can attract the attention of elementary school students. And the weakness of the book is only the distribution given to schools so that not all students have the book. The teacher gives perceptions according

to what he experiences and feels after using the book so that he can give a little session to researchers about textbooks used in elementary schools.

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