

**THE USE OF ENGLISH TEXTBOOK BY ENGLISH TEACHER AT THE  
SECOND GRADE OF JUNIOR HIGH SCHOOL AT SMPN 2  
MONDOKAN SRAGEN IN ACADEMIC YEAR 2021/2022**

**THESIS**

Submitted as a Partial Requirements  
for the degree of *Sarjana Pendidikan*



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## RATIFICATION


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## **DEDICATION**

This thesis dedicated to:

1. My beloved parents, Kardi and Wiji Lestari who give love, support and prayers in my life.
2. My brother, Khoiri Syaffatulloh who gives me support in finishing my thesis.
3. My advisor, Dr. Hj. Woro Retnaningsih, M.Pd., who give me advice and support in finishing my thesis.

## **MOTTO**

*"Seungguhnya Allah tidak akan mengubah keadaan suatu kaum, sebelum mereka  
mengubah keadaan diri mereka sendiri."*

*(QS Ar Rad 11)*

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "THE USE OF ENGLISH TEXTBOOK BY ENGLISH TEACHER AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL AT SMPN 2 MONDOKAN SRAGEN IN ACADEMIC YEAR 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in bibliography.

If I later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 1 December 2022

The Researcher

Rani Wijayanti



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## ABSTRACT

Rani Wijayanti. 2022. *The Use of English Textbook by English Teachers at the Second Grade of Junior High School in the New Normal Era at SMPN 2 Mondokan Sragen in Academic Year 2021/2022*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

In applying textbook, there are several possible situation that occur in using English textbooks. The objectives of this study are: (1) To know how is the use of English textbook by teacher at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen in academic year 2021/2022?, (2) To know what are teacher's obstacles in adapting English textbook at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen in academic year 2021/2022?.

The subject of this study was an English teacher who teaches at second grade of SMP N 2 Mondokan. This research used qualitative approach. The researcher used instrument namely observation and interview. In analyzing the data, the researcher used the theory of Miles and Huberman; reducing the data, data display and drawing conclusions and verification. To test the trustworthiness of the data, the researcher used technical triangulation.

The results show that the teacher did not use all of adaptation in using English textbook in class. From the overall adaptation, the teacher only used 4 variation in adapting textbooks, namely adding/deleting the content, addressing omissions, modifying the tasks, and also extending the tasks. Mostly the teacher applied those variation to the main activity in observation and associating. While modifying the content and reorganized the content are not applied by the teacher because the existing materials and syllabus are in accordance with the students. In addition, English teacher who teach in grades 8A and 8B of SMPN 2 Mondokan did not find the obstacle in adapting English textbooks, both main textbook and supplement textbook.

Keywords: Textbook, The Use of Textbook, Teacher's Obstacles

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Textbook is one of most frequently used media in teaching and learning process. In teaching and learning process, textbook is an important component. It is one of knowledge sources which is easiest to obtain and become one of the media that can be used as a reference in acquiring clear concepts from the subject matter (Rahmawati, 2018). According to the regulation of the National Education Minister (2005), textbook is a mandatory reference book to be used in schools that contains learning materials in order to increase faith and sensitivity, character and personality, scientific and technological mastery abilities, aesthetic sensitivity and ability, physical and health potential arranged according to the National Standards of Education.

Textbook has strong effects on the students' skill development in their daily activities, especially English textbook. In addition, textbook also have an important role in teaching; it facilitate students in teaching and learning activities because it has advantages as useful resources. In practice, textbooks provide benefits to both teachers and students. For teachers, textbooks provide facilities them to give direction to lessons, assist them in discussing activities, and facilitate them in giving tasks. Meanwhile, from

the students' perspective, textbooks are that accompany them inside and outside the class, as learning media, assisting in doing tasks, and as preparation for the exam (Herlinda, 2014).

The application of textbook in the school is an important thing that needs to be considered in order to achieve educational goals. Teachers and schools are responsible for selecting suitable textbooks related to the school's syllabus. Teachers may have difficulty in using material from textbook considering the abilities of students and classes that can be used in learning. It is because each textbook has their advantages and disadvantages related to the materials, exercise, and activities. Besides, textbook are not always be able to cover all the subject matter and may not arouse the needs of students and the class. So that it can be challenging for teachers in selecting and implementing textbook and fulfill the needs of students in learning, especially in teaching English (Jannah, 2019).

The main role of textbook is as a learning reference that provides material for students. In addition, textbook is also used as the main source of students in the learning process apart from the input given by the teacher (Richards, 2015). In applying textbooks, there are several possible situation that occur in using English textbooks. First, the teacher is only fixated on the textbook used. They followed all the instructions in the textbook with minor changes and additions. Second, the teacher rejects the approach used in the textbook used. Third, the teacher doesn't use textbooks in learning activities at all. This is could be because the textbooks is not available at

school or the textbook is not suitable for use. Therefore, teacher must be able to design their own learning materials to suit the needs of the class.

Selection of materials for classroom learning is a challenging task for teachers. They must be able to define and provide a platform for students for learning activities. Especially during this new normal era, where learning is done limited face-to-face learning. In this learning, teachers must be able to choose the right learning materials. Selection of right materials can make learning activities be a beneficial activity and create an effective class environment. On the other hand, if the selected materials are unattractive and complicated, it will result in monotonous and boring learning activities (Dar, 2012).

Based on the result interview with English teacher at SMPN 2 Mondokan, the researcher found that for the learning activities, English teacher uses several textbooks that are used as their reference in teaching English materials. The teacher uses printed textbook as the main media in learning activity because there are some students in the surrounding area who do not yet have gadget, so it is not possible to use digital textbook, e-book, or other online platforms. In addition, the uneven signal is a major problem if the teacher want to use online platform. In using printed textbook, the teacher only uses 2 textbook as the reference with consideration of the suitability of the material with the current situation.

There are several studies related to this research. The previous study were conducted by Mede & Yalçın (2019) and Doering et al. (2012). Based



on the previous study with this research, there are some similarities and differences. Those previous study have the same topic with this study that is about the use of English textbook. In general, those previous study has similarity with this research in term of research approach, namely qualitative research and also research design. However, there are some differences about research focus. This research focusses on the use of English textbook by English teacher and also teacher's obstacles in using English textbook. While on the first previous study focus on investigate the utilization of textbook adaptation strategies by novice and experienced EFL instructors. Whereas the second previous study focus on the use of E-Textbook in higher education.

In this school, the curriculum used is 2013's curriculum. In this curriculum, there are some step in implementing the 2013 curriculum by using a scientific approach. Scientific approach is a learning model that uses scientific principles that contain a set of data collection activities through observation, questioning, experimenting, associating and communicating. In this research, the researcher would like to know how the English teacher implement the English textbook by those steps.

Based on the explanation above, this research aims to find out how the use of English textbook by English teacher in new normal era, what textbooks are used by English teacher, as well as what obstacles are faced by English teacher during the new normal era. So, in this thesis researcher wants to carry out a research entitled **"The Use of English Textbook by**

**English Teachers at the Second Grade of Junior High School at SMPN  
2 Mondokan Sragen in Academic Year 2021/2022”.**

**B. Identification of the Problems**

Based on the background study above, the researcher identifies the problems as follow:

1. English teacher cannot use digital textbook or e-book as their learning media so that the teacher uses printed textbook as their learning media.
2. English teacher cannot deliver all the material in the textbook.
3. The students less interest in learning English
4. The students lack of mastery of the material

**C. Limitation of the Problems**

To limit and make this study more clearly, the researcher made limitation. The researcher would like to limit the study on one English teacher at eighth grade of SMP N 2 Mondokan namely Mrs. Siti Jumadillah, S.Pd. Moreover, the researcher focused on the use of English textbook by English teacher and also the teacher's obstacles in using English textbook by English teacher at the second grade of Junior High School at SMPN 2 Mondokan in academic year 2021/2022. In using English textbook, the researcher limits only 2 chapter of the textbook used by English teacher to be analyzed, namely Recount Text and Song. The research only focused on class 8A and 8B.

#### **D. Formulation of the Problems**

Based on the background above, the researcher identify the problem as:

1. How is the use of English textbook by the teacher at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022?
2. What are the teacher's obstacles in adapting English textbook at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022?

#### **E. Objective of the Study**

Based on the problem statement, the objective of this study are:

1. To know how the use of English textbook by the teacher at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022.
2. To know the teacher's obstacles in adapting English textbook at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022.

#### **F. Benefit of the Study**

1. Theoretical
  - a. This research is expected to be used as a reference for the implementation and development of learning using textbooks in the future.
  - b. This research is expected to be a reference for similar research.

## 2. Practical

### a. For researcher

The researcher can see the reality of the use of English textbook by teachers at third grade of Junior High School and the reason of the way they use the English textbook in the class.

### b. For English teacher

The researcher expects that the findings of this research will help teachers to face the difficulties in using English textbook at second grade students of Junior High School and also can be used as a reference for teachers in implementing the English textbook.

### c. For other researcher

Hopefully this research can help the other researcher to develop the study about the use of English textbook.

## **G. Definition of Key Terms**

To avoid misunderstanding, the researcher makes key terms. There are some key terms that are related to this research such as:

### 1. Textbook

Textbook one of fundamental aspect for English language teaching. Textbook is a learning guide that contains certain material written by author and used in schools in accordance with the applicable curriculum. English textbook is a book that used to teach English which include grammar, vocabulary, pronunciation, and skill that must be mastered in the form of listening, speaking, reading and writing.

## 2. The use of Textbook

In using a textbook, teachers must consider the abilities, needs and interest of their students in learning, as well as the quality of the books to be used. In addition, teachers must also pay attention to the extent to which textbooks must be adapted and combined with other additional materials (Herlinda, 2014).

## 3. Teacher's Obstacles

Obstacles is something that obstructs or hinders progress (*Obstacle Definition & Meaning*, n.d.). While teacher obstacles in teaching English process is something that obstructs or hinders progress in teaching English by English teacher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Definition of Textbook**

Textbook has become one of fundamental aspect for English language teaching (Cunningsworth, 1995). Textbook is the most frequently used of all printed educational materials. It is one of the most important media in learning and teaching process as a source and guideline to both students and teachers. Textbooks serve as one of the main instruments for shaping students' knowledge, attitudes and disciplines.

Textbooks are teaching materials designed to add to the knowledge and experience of learners. According to Cunningsworth, textbook is a book written by experienced and well-qualified people and the material contained in textbook usually carefully tested in pilot studies in actual teaching situations before publication (Cunningsworth, 1995). On the other hand, Mudzakir define textbook as schoolbook, work book or subject book, course book used by teacher in school complemented with exercise as the students reference book (Mudzakir AS, 2015).

From the definition above, it can be conclude that textbook is a printed materials written by experienced and well-qualified people,

whose materials have been tested before publication, which serve as sources and guidelines for teachers and students that contain exercise and reference in the form of schoolbook, work book or subject book, and course book.

## **2. Role of Textbook**

Basically, textbooks are very important in learning activities, both for teachers and students. Textbooks have a function as a guide in every learning activity. This is because the textbook consists of several chapters where each chapter will discuss various types and levels of language skills. It will help students in understanding the material taught by the teacher. Textbooks can not only provide an overview for teachers to develop activities that are appropriate to the topic, but also provide students with a brief overview of their focus and references in learning activities (Sadiqah, 2016).

According to Richard (Richards, 2015), textbooks provide basic material on learning, balance of skill taught and the types of language practices that students practice in the class. On the other hand, textbooks also has function as a teacher's guide in teaching. As for students, textbooks provide the main source of the learning materials they have in addition to teacher's input.

Textbooks are best seen as a resource in achieving aims and objectives that have already been set in term of learner needs. Textbook also plays a significant role in teaching-learning process

(Cunningsworth, 1995). According to Cunningsworth textbook have multiple roles in ELT class:

1. Textbook as a resource for presentation material (spoken and written).
2. Sometimes, textbook serve as a source of activities for learner practice and communicative interaction.
3. Textbook provide a reference source for learners on grammar, vocabulary, pronunciation, etc.
4. Textbook may act as a source of stimulation and ideas for classroom language activities.
5. Textbook also as a syllabus, where they reflect learning objectives which have already been determined.
6. Textbook may act as a resource for self-directed learning or self-access work.
7. Textbook also provide a support for less experienced teachers who have yet to gain in confidence.

Textbook also be as a teacher's partner in learning process. It will be a best partnership when it shares common goals and each side brings it special contribution. Also textbook should closely correspond to the teachers' aim so both can seek to meet the needs of learners. In general, the role of textbook is as a medium to help teachers and students in learning activities. In addition, the selection of textbook must also be careful so that it reflects the objectives, methods and values of teaching.



So, textbooks have a considerable influence on what is given by the teacher to the students.

### **3. Types of Textbook**

According to Tarigan (2009), classifying textbooks used in learning activities, namely:

- a. Textbooks based on subjects or fields of study.
- b. Textbooks based on the subject of the relevant field. This book is usually found in universities
- c. Textbooks based on textbook writing
- d. Textbooks by number of authors.

Textbooks used at the primary or secondary education level in Indonesia consist of 4 types, namely textbooks, reading books, source books and teacher handbooks as a complement to textbooks. This is in line with what was expressed by Wiratno (2001:9) the types of textbooks used in schools are as follows:

- a. The main textbook, which is a book that contains lessons in a particular field that is used as the main reference for students and teachers.
- b. Supplementary textbooks, namely textbooks that are helpful, enriching, or an addition to the main textbook used by students or teachers.

In accordance with Dedi Supriadi (2017) said that textbooks consist of main textbooks and complementary books. The main textbooks

provided by the Ministry of Education and Culture are referred to as textbooks. This package book is distributed free of charge to schools or downloaded on the official website of the Ministry of Education and Culture.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia (2016) Number 8 Article 2, there are several explanations regarding the books used by Ministry of Education and Culture, namely:

- a. The books used by the education unit consist of textbooks and non-textbooks,
- b. The books used by education units must comply with positive values/norms that apply in society, including not containing elements of pornography, understanding extremism, radicalism, violence, SARA, gender bias, and not containing other deviation values.
- c. The books used by educational units must meet the assessment criteria as books that are suitable for use by educational units. The criteria for the eligibility of non-textual textbooks as books suitable for use by educational units are set by the Ministry of Education and Culture.

In this Ministerial Regulation, textbooks are the main learning resources to achieve basic competencies and core competencies and declared feasible by the Ministry of Education and Culture to be used in

education units. Meanwhile, non-textbooks are enrichment books to support each learning process at every level of education and other types of books available in the school library.

Based on the explanation above, it can be concluded that the textbooks used in school consist of 2 types, namely main textbooks and supplement textbooks. The main textbooks are teacher and student handbooks made by the Government which are developed according to the curriculum. Teachers use it as a guide in the learning process in the classroom. While supplement textbooks are books that serve to enrich the knowledge, skills, and personality of students. This book is used to deepen knowledge and a study, which in its use is still accompanied by the teacher so that its purpose is maintained for student learning (Saputra, 2017).

#### **4. The Use of Textbook**

Hutchinson and Torres (1994) stated that there is no single textbook can suit the learning needs of the students. It means that teacher should choose the appropriate textbooks in accordance with the students' needs. According to Tomlinson (in Herlinda, 2014), in choosing the textbooks, teachers must consider the abilities, needs and interest of students, as well as the quality of the textbooks to be used. Therefore, teacher must pay attention to the textbooks used if they need to be adjusted and combined with other additional materials.

In selecting and adapting textbook, teachers must take note of several factors such as class dynamics, students' personalities, the limits set by syllabus, the availability of resources, as well as the expectations and motivations of students in learning. By these factors, the textbook can always be enhanced and adjusted to the situation in which the textbook will be used.

Generally, in adapting textbook, the teacher look at passage of the textbook so that the teacher can leave some material that is not appropriate. In addition, teacher can also add material, either from other books or own materials. The teacher can also replace the textbooks that are deemed unsuitable or change the material published in the textbooks to make them more suitable for the conditions in the classroom.

The reason why textbooks need to be adapted is because the methods used may be too mechanical, too difficult or lack meaning. In addition, the language content used is too difficult for students, the subject matter may have topics that are less interesting for students. The existence of a balance of skills is also the teachers' reason to adapting textbook, for example too much emphasis on skills in written and spoken language. In addition, progress and assessment in textbook must be adjusted to the syllabus, cultural content that is not suitable and the image/appearance of the textbook is less attractive.

Based on the reasons above, the teacher adapts the textbook effectively, besides the teacher must also be sensitive to the interests,

learning styles and motivations of students in learning. Teacher also need to be aware of what is considered difficult and what is considered easy by students, so that teacher can adapt the material as effective as possible (Cunningsworth, 1995 : 136-137).

According to Richards (2001 : 260), the variety in adapting the materials in the textbook include modifying content, adding or deleting content, re-organizing content, addressing omission, modifying tasks, and extending tasks.

#### 1. Modifying content

Teacher need to change the content/materials that are not suitable for students caused by factors such as age, gender, social class, occupation, religion or cultural background.

#### 2. Adding or deleting content

Teachers are allowed to add or deleting material contained in the textbook. For example, a course may focus on listening and speaking skills, so if the textbook contains writing activities, that section can be omitted.

#### 3. Reorganizing content

Teacher may reorganized the syllabus and arrange the units that are considered according to needs. Teacher may also decide not to follow the sequence of activities in a particular unit, but re-arrange them with the right reasons.

#### 4. Addressing omissions

In the textbook, maybe there are missing items which the teacher considers important, so the teacher may add the missing items. For example, a teacher may add vocabulary or grammar activities to a unit.

#### 5. Modifying tasks

The exercises and activities within a unit may need to be changed to give students additional focus. For example, in listening activities, students may only focus on listening to information, so it is adjusted so that students can listen for second or third time to different purpose. For other example, an activity could be expanded to provide opportunities for more personalized practice.

#### 6. Extending tasks

Teacher may add tasks that contain question exercises or additional exercises in a unit.

### **5. Advantages and Disadvantages of Textbook**

Richards (Richards, 2015) state that textbook is the key component in most of language programs. Textbook textbooks provide basic subject matter as well as a balance between the skills taught and the types of language exercise that students participate in. Richards argue that textbook has advantages and disadvantages in their use. First, textbook provide structure and a syllabus for a program. The core of the educational program is the textbook. Without textbook, students cannot properly accept the syllabus that has been planned and developed

systematically. The second, textbook also help standardize instruction. Through textbook, students are ensured to receive lessons and assignments the same way in the different classes.

Textbook is used for maintaining the quality. If a well-developed textbooks are used, students will encounter tried and tested material based on sound learning practice and paced appropriately. The forth advantages is textbook provide a variety of learning resource. In the learning process, textbooks are not always used alone. They are sometimes accompanied by resource such as workbooks, DCs and cassettes, CD ROMs, and comprehensive teaching guide. Textbooks are efficient in used. They can save teachers' time in teaching.

However, there are also disadvantages of using textbooks. Textbooks may contain inauthentic language. In textbooks sometimes there is inauthentic language. It is because the texts, dialogues, and other aspects of the content are written specifically as teaching points and not representative actual language use. Textbook also may distort the content. The textbook often generalize views about the world so that they misrepresent the real issues. The existence of textbooks in which the topics is controversial is acceptable, there are various topics to be avoided and the white middle-class worldview is regarded as the norm.

Textbook can deskill teachers if teachers use textbook as the main source of their teaching and leave the teacher's manual to make major instructional decision so that the teacher's role to be reduced. Then,

textbook are expensive. Not all textbook can be obtain for free, or in other words there are many paid textbooks that become a financial burden for students around the world (Richards, 2015).

## **6. The Reason of Using the Textbook**

In using a textbook, teachers must consider the abilities, needs and interest of their students in learning, as well as the quality of the books to be used. In addition, teachers must also pay attention to the extent to which textbooks must be adapted and combined with other additional materials (Herlinda, 2014). There are several reasons for the use of textbooks in the learning process. Sheldon (in Mudzakir AS, 2015) put forward three main reasons for the use of textbooks by teacher. First, developing the class material itself is a very difficult thing for teacher. Second, the teacher has limited time to develop new material. Third, there are external pressures that put pressure on teachers.

According to O'Neill (1982), there are some reasons for using textbook in a course. The material is very suitable for the needs of learners. The book made it possible for learners who various reasons, had missed lesson to catch up. The book also allow a class to prepare for the next lessons. The appearance and the quality of the presentation was selected for the course. The appearance didn't mean that the textbook should be glossy, glittering products in full color, or the package should be very nice, but they must be functional in several



words and it should grab the reader's attention. The textbooks should be so designed and organized that a great deal of improvisation and adaptation by both teacher and students is possible. Improvisation and adaptation between teacher and students is needed because in this case the teacher must know what will be done according to what has been planned previously. Whatever the teacher does is part of the teacher's plan where the goals are defined clearly.

In addition, Ansary & Babaii (2002) stated there are some reasons for using textbook such as:

1. Textbook is a framework which regulates and times the programs
2. In the eyes of learners, no textbook means no purpose
3. Without textbook, learners think their learning is not taken seriously
4. Textbook can serve as a syllabus
5. Textbook provides ready-made teaching texts and learning tasks
6. Without textbook, learners is out of focus and teacher-dependent, and perhaps most important of all
7. For novice teacher, a textbook means security, guidance and support.

## **7. Teacher's Obstacle**

### **a. Definition of Teacher**

The teacher is also known as an educator and teacher, but we all know that the teacher is a professional position which in essence requires certain technical skill requirements and personality traits,

all of which can be obtained through the process of teaching and learning and practice. According to RI Law no. 14 of 2005 concerning Teachers and Lecturers:

*"The definition of a teacher is a professional educator with the main task of educating, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education (Dewan Perwakilan Rakyat, 2005)."*

The teacher is a profession that is responsible for student education. This can be understood from several definitions below:

1. The teacher is a position or profession that requires special expertise as a teacher (Usman, 2002).
2. The teacher is someone who is able to carry out educational actions in an educational situation to achieve educational goals or is an adult who is honest, physically and mentally healthy, moral, skilled, skilled, open-minded and compassionate (Yusuf, 2000).
3. The teacher is one of the human components in the teaching and learning process that plays a role in efforts to form potential human resources in the field of development (AM, 2005).

Based on some of the definitions above, it can be concluded that a teacher is someone who is responsible for the education of their students, with the main task of educating, guiding,

directing, training, assessing, and evaluating students both classically and individually.

#### **b. Teacher's Obstacles**

Obstacles is something that obstructs or hinders progress (*Obstacle Definition & Meaning*, n.d.). It can be seen that challenges mean something or problem that is not easy to do and it requires more effort and skill to deal with it (Husna, 2021). Thus, the meaning of challenges in this research is the obstacles or problem that teacher have to face when adapting English textbook in class. In teaching English, there are some obstacles faced by teacher. According to Aryana & Apsari (2018) there are some obstacle in teaching English, namely:

##### **1. Internal factor**

Internal factor are the problems which come from the teacher itself, it happen while choose the method, preparing materials, strategies, and techniques in teaching. Emery (2012) said that, this thing can happen because of the inadequate teaching preparation as the teachers' own ability to deal with the problems that occurred in the teaching due to the lack of training, teachers' poor language ability, and teachers whose English is not their background education.

##### **2. External factor**

External factors can come from the facilities in the school, the module, syllabus curriculum 2013, which does not come from the teacher itself. Moreover, to ensure the teaching learning process can going well, the school should provide the teaching facilities. “Special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids.”

### **8. Teachers’ Perception toward the Textbook**

Teachers and textbooks play an important role in the teaching and learning process. Teachers have a dual role in the learning process that is able to develop students’ ability in learning and also students’ behavior. The teachers’ role as educator, manager, administrator, supervisor, leader, innovator, evaluator and facilitator. On the other hand, textbook also has big impact on learning activities. Therefore, teachers and textbooks are the most important thing in teaching learning process.

In educational system, especially in the teaching and learning process, teachers’ perception is a significant influence. Teachers’ perception is able to influence the leaning procedures, techniques, strategies, methods, materials, and situations on the classroom. According to Rakhmat (in Diniah (2013), perception is influenced by the following factors; personal, structural and cultural. Personal factor consist of needs, past experience, motivations, hope, attention, emotion,

and situations. While structural factor consist of stimulus intensity, number of stimulus, and stimulus contradiction. Everything which is included in the environmental of an individual is as cultural factor.

Teachers should consider the materials, activities, and exercises in the textbook for adapting the textbook to be used in the learning process. In addition, teachers can also make some changes in the materials, activities or exercises in the textbook to fit the circumstances in the classroom. To be able to recognize, organize, and interpret information from the textbooks, teachers would have a good knowledge of the criteria of a textbook as well as of the advantaged and disadvantages of the textbooks.

## **9. Learning Process in 2013 Curriculum**

According to the Ministry of Education and Culture, the steps in implementing the 2013 curriculum are by using a scientific approach. Scientific approach is a learning model that uses scientific principles that contain a set of data collection activities through observation, questioning, experimenting, associating and communicating (Kementrian Pendidikan dan Kebudayaan, 2014). Scientific approach is intended to provide understanding to learners to know, understand, and practice what is happening scientifically (Musfqon & Nurdyansyah, 2015).

### 1. Observing

Observing is a method that prioritizes the meaningfulness of the learning process (meaningful learning). Learning activities carried out in the process of observing are reading, listening, listening and seeing (without or with tools). The competencies developed are to train seriousness, thoroughness, seek information.

### 2. Questioning

Questioning is a learning activity carried out by asking questions about information that is not understood from what is observed, or questions to obtain additional information about what is observed (starting from factual question to hypothetical questions). The competencies developed are to develop creativity, curiosity, the ability to formulate questions to form critical thoughts that are necessary for intelligent living and lifelong learning.

### 3. Associating

Associating/processing information is a learning activity in the form of processing information that has been collected, both limited to the results of collecting/experimenting activities and the result of observing and information gathering activities. The competencies developed are developing honest, conscientious, disciplined attitudes, obeying hard work rules, the ability to apply procedures and the ability to think inductively and deductively in concluding.

#### 4. Experimenting

Experimenting is a learning activity in the form of experiment, reading sources other than textbooks, observing objects/events/activities and interviews with resource person. The competencies developed are developing a thorough, honest, polite attitude, respecting the opinions of others, communicating skills, applying the ability to collect information through various learned ways, developing study habits and lifelong learning.

#### 5. Communicating

Communicating is a learning activity in the form of conveying the results of observations, conclusions based on the results of the analysis orally, in writing, or other media. The competencies developed are developing honest, the ability to think systematically, expressing opinion briefly and clearly, and developing good and correct language skills (Menteri Pendidikan dan Kebudayaan, 2013).

### **B. Previous Related Study**

There are previous studies about the use of English textbook were the studies had been done by other researcher:

1. A research journal written by Riana Herlinda (Herlinda, 2014) entitled *The Use of Textbook in Teaching and Learning Process (A Case Study of Two EYL Teachers)*. This case study examined the teachers' perspective towards the role of textbooks and their strategy in using

textbook in the practice. This study was conducted in the state elementary school and an English course located in Bandung. The method of research is qualitative. To obtain the data, the researcher use observation, questionnaire, and interview. The objective of study is to compare and contrast how the teachers who teach at the formal school and non-formal school view the role of textbook and investigate their strategy in using the book in practice. The result of the study showed that both of the teachers adapt and adjust textbooks in different level. This difference is determined by the teachers' background, knowledge and their attitude in learning (Herlinda, 2014).

The similarities of this study with my research are research design namely qualitative research and research focus that is the use of English textbook. The differences are research subject and objective of research. In this study focused on teachers' perception toward the role of textbook. While my research is focused on the use of English textbook by English teacher and also teacher's obstacles in using English textbook.

2. A research journal written by Rachel N.F Lee and Ann-Marie Bathmaker (2007) entitled *The Use of English Textbooks for Teaching English to 'Vocational' Students in Singapore Secondary Schools: A Survey of Teachers' Beliefs*. This study explores teachers' beliefs in the use of English textbooks for teaching English in the upper secondary Normal Technical (NT) stream in Singapore. The method of research is



qualitative. To obtain the data, the researcher used a semi-structured questionnaire. The objective of study is to identify factors influencing teachers' perceptions towards the roles of textbook plays in language teaching and learning activities. The result of study showed that teachers' beliefs are related to factors that exist within and beyond the classroom.

The similarities of this study with my research are research focus namely the use of English textbook and research design namely qualitative research. The differences are research subject and research objective. This study aim to identify factors influencing teachers' perception towards the roles of textbook, while my research is to investigate the use of English textbook by English teacher and teacher's obstacles in using English textbook.

3. A thesis written by Vinsensia Riska Novita (2017), student of English Language Education Sanata Dharma University entitled *The Implementation of Teachers' Guidebook of 2013 Curriculum in Teaching English at SMP Negeri 1 Bantul*. This study explores how the English teachers at SMP Negeri 1 Bantul apply the teachers' guidebook of the 2013 curriculum in the teaching and learning activities. The method is qualitative research. The data gathering technique employed the observation, questionnaire and interview. The participants of this research are three of eight grade English teacher in SMP Negeri 1 Bantul. The result showed that the teachers had positive perceptions

towards the use of teachers' guidebook in teaching and learning activities. But, there are the difficulties in understanding the steps of scientific approach in teachers' guidebook. Besides, teachers felt that the materials is not enough to support teaching and learning activities, so that the teacher also used another book as a source of teaching and learning activities.

The similarity of this study with my research is qualitative research as research design. The differences are research subject and research focus. This study focused on how English teachers apply the teachers' guidebook in teaching and learning activities, while my research is focused on the use of English textbook by English teacher and teacher's obstacles in using English textbook.

4. A thesis written by Raudhatul Jannah (Jannah, 2019), students of Faculty of Education and Teacher Training Ar-Raniy State Islamic University (2019) entitled *Teachers' Perception on The Use of English Textbook in Teaching English (A Descriptive Study of EFL Teachers at MAN 3 Kota Banda Aceh)*. The aim of this study is to investigate the teachers' opinion of the textbook application and find out the teachers' obstacles in selecting and adapting the English textbook in EFL classroom. This research used qualitative descriptive approach in gaining the data by using interview and observation. The respondent of this research was three English teachers who taught in each grade of the students' level. The result showed that textbook was suitable to the

students' needs, syllabus and curriculum. The teachers' problem in choosing the appropriate textbook was regulating the textbook content to the curriculum and students' environment. Besides, the teachers faced problems in applying the textbook. The problems were the students' ability in learning English, textbook adequacy, and the students educational.

The similarity of this study with my research is research design namely qualitative research. The differences are research subject and objective of research. The objective of this research is to investigate the teachers' opinion of the textbook application and find out the teachers' obstacles in selecting and adapting the English textbook, while my research subject is focused on the use of English textbook by English teacher and teacher's obstacles in using English textbook.

5. A research journal written by Siti Nurhayati Diniah (Diniah, 2013) entitled *Teachers' Perceptions towards The Use of English Textbook in EFL Classrooms (A Descriptive Study of EFL Teachers at One Islamic Senior High School in Cirebon)*. This research aim is to investigating the teachers' perceptions towards the use of textbook, their strategies and difficulties in using textbook in the classroom. The participants were two English teachers at Islamic Senior High School in Cirebon. This research used qualitative method as the approach while to collecting data the researcher used questionnaire, observation and interview. The result of the showed that the teachers perceived positively toward the

textbook. The teachers considered that the textbook suited the students' and teachers' needs, syllabus and examination.

The similarity of this research with my research is research design namely qualitative research. While the differences this study with my research are research subject and objective of research. This research aims to investigate the teachers' perceptions towards the use of textbook, their strategies and difficulties in using textbook in the classroom, while my research is focused on the use of English textbook by English teacher and teacher's obstacles in using English textbook.

Table 2.1 Table Previous Study

No.	Name	Title	Similarities	Difference(s)
1.	Riana Herlinda (2014)	The Use of Textbook in Teaching and Learning Process (A Case Study of Two EYL Teachers).	The method used is qualitative research  The topic is same, namely the use of English textbook.	Objective of this research is to examine the teachers' perspectives towards the role of textbooks and their strategy in using textbook in the practice.  Research subject were two EYL teachers of state elementary school

				and the non-formal school
2.	Rachel N.F Lee and Ann-Marie Bathmaker (2007)	The Use of English Textbooks for Teaching English to ‘Vocational’ Students in Singapore Secondary Schools: A Survey of Teachers’ Beliefs	<p>The method used is qualitative research</p> <p>The topic is same, namely the use of English textbook.</p>	<p>Objective of this research is to identify factors influencing teachers’ perception towards the role of textbook</p> <p>Research subject were English teachers in vocational school at Singapore</p>
3.	Vinsensia Riska Novita (2017)	The Implementation of Teachers’ Guidebook of 2013 Curriculum in Teaching English at SMP Negeri 1 Bantul	The method used is qualitative research	Objective of research explores how the English teachers at SMP Negeri 1 Bantul apply the teachers’ guidebook of the 2013 curriculum in the teaching and learning activities

				Research subject were English teacher in SMP Negeri 1 Bantul.
4.	Raudhatul Jannah (2019)	Teachers' Perception on The Use of English Textbook in Teaching English (A Descriptive Study of EFL Teachers at MAN Kota 3 Banda Aceh)	The method used is qualitative research	<p>The objective of this research is to investigate the teachers' opinion of the textbook application and find out the teachers' obstacles in selecting and adapting the English textbook</p> <p>Research subject were English teacher at MAN 3 Kota Banda Aceh</p>
5.	Siti Nurhayati Diniah (2013)	Teachers' Perception towards The Use of English Textbook in EFL Classrooms (A Descriptive Study of EFL Teachers at One Islamic Senior	The method used is qualitative research	The objective of this research is to investigate the teachers' perception toward the use of textbook, their strategy and

		High School in Cirebon)		difficulties in using textbook.  Research subject were two English teachers at an Islamic senior high school in Cirebon
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## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Design**

In this research, the researcher uses qualitative research. Sugiyono (2019 : 18) define a qualitative research as a research method based on the philosophy of post positivism, used to examined the condition of natural objects, (as opposed of experimental) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative research emphasize more on meaning than generalization.

In this research, the researcher conducted the data about the use of English textbook by English teacher at the second grade of junior high school at SMPN 2 Mondokan in academic year 2021/2022. As for the step in doing research, the first was doing pre-research. Pre-research conducted to find out the problems in using English textbook. After conducting the pre-research, researcher collected the data through observation and interview. After that, the researcher analyzed the data in brief description and also narration. To check the validity of data, the researcher used technique triangulation.



## B. Research Setting

### 1. Place of Research

The research was conducted at SMPN 2 Mondokan as the setting of place to do research. It is located at Jl. Solo-Purwodadi Km.37, Ngroto, Sumberejo, Kec. Mondokan, Kab. Sragen, Jawa Tengah 57271. Researcher will conduct research at SMPN 2 Mondokan with English teacher as a research subject.

### 2. Time of Research

The researcher conducted the research from August 2021 till December 2022, while the research schedule carried out by researcher was as follows:

Table 3.1 Time Schedule of Research

Activities	Month							
	2021	2022						
	Oct	Jan	Feb	Apr	May	June	July	Dec
Proposal writing and guidance								
Proposal seminar								
Collecting data								
Report writing and guidance								
Thesis examination								

### **C. Research Subject**

The research subject was English teacher who teaches in second grade SMPN 2 Mondokan. The name of English teacher is Mrs. Siti Jumadillah, M.Pd. The researcher chose Mrs. Siti Jumadilah, M.Pd. as the subject of research because she is one of the English teachers at SMPN 2 Mondokan who has more skills and experiences than other English teachers. While the object of this study was the use of English textbook and the teacher's obstacles in using English textbook that used by English teacher in this school.

### **D. Data and Source of Data**

#### **1. Data**

Qualitative research data is soft data in the form of words, utterances, sentences and actions, and is not hard data which is statistical figures as in quantitative research. The words and actions of people or subject who are researched, observation and interview are the main data in qualitative research. In this research, the data was about the use of English textbook by English teacher at the second grade of junior high school at SMPN 2 Mondokan Sragen in the academic year 2021/2022 and also the teacher's obstacles in using English textbook that used by English teacher at the second grade of junior high school at SMPN 2 Mondokan Sragen in the academic year 2021/2022.

The textbooks used by English teacher were main textbook and supplement textbook. The main textbook was entitled *When English Rings the Bell*. This textbook was published by the Minister of Education and Culture by *PT Tiga Serangkai Pustaka Mandiri*. While the supplement textbook was entitled *Modul Belajar Bahasa Inggris* published by *Perumda Kabupaten Sragen*.

## **2. Source of Data**

The data source that can be used in qualitative research are document; informants; events or activities; places or locations; as well as objects, images and recording (Nugrahani, 2014). The source of the data are resource persons and events or activities, which the resource persons of this research was English teacher, Mrs. Siti Jumadilah and the activities was English learning activities in second grade of SMPN 2 Mondokan.

## **E. Techniques of Collecting Data**

In this study, researcher used observation and interview as the way of collecting data. Observation is to know the real situation of the use English textbook by English teachers. Interview was needed to know what are the teacher's obstacles in using English textbook at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen in academic year 2021/2022.

## 1. Observation

Observation is a complex process, which is composed of various biological and psychological processes. Two of the most important are the processes of observation and memory (Sugiyono, 2019 : 203). In this research, the researcher used observations to find out data on how the use of English textbook by English teacher and the teacher's obstacles in using English textbook at second grade of Junior High School at SMPN 2 Mondokan in the academic year 2021/2022. In this case, English teacher as person who help researcher to find out data indeed. The researcher observed the process of teaching English and the use of English textbook by English teacher in the second grade of junior high school at SMPN 2 Mondokan in the academic year 2021/2022 4 times. Observations made by researcher was non-participatory. Observations was carried out offline where the researcher observed learning activities regarding the use of English textbook and also teacher's obstacles in using English textbook during new normal era by making field notes.

## 2. Interview

Interview is the process of obtaining information about the research objectives by means of face-to-face questions and answers between the interviewer and the interviewee/respondents. In this research, the researcher interviewed to the English teacher at SMPN

2 Mondokan the name is Mrs. Siti Jumadillah, M.Pd. The interview was concerned with the use of English textbook and also teacher's obstacles in using English textbook by English teacher at second grade. Interview was conducted offline by visiting the English teacher directly (face-to-face). Interview was conducted using semi-structured interviews which the researcher prepared interview guidelines but did not use a standard format. The aim of it is researcher could find problems that occurred openly.

#### **F. Trustworthiness of The Data**

According to William Wiersma (1986) (in Sugiyono 2019 : 368) triangulation is qualitative cross-validation. It assess the sufficiency of the data according to the convergence of multiple data source or data collection procedures. There are three types of triangulation, namely source triangulation, technique triangulation, and time triangulation.

##### **1. Source triangulation**

Source triangulation is used to test the credibility of the data by checking the data that has been processed through several sources. In this case, source triangulation can be done by comparing data between first source (English teacher) and data from second source (students).

##### **2. Triangulation of technique**

Technique triangulation is used to test the credibility of the data by checking the data to the same source with the different

techniques. In this case, the researcher compare and check the credibility of information found in the observation with the data interview.

### 3. Triangulation of time

Time triangulation is used to test the credibility of the data by checking the data to the same source using the same technique but at different time. In this case, the researcher conducted interview twice but at the different time. Then the researcher compare the data based on the result of interview.

In this research, the researcher used the technique triangulation to check the validity of the data. Those were observation and interview. In technique triangulation, the researcher compared and checked the credibility of information found in the observation with the data interview.

## **G. Techniques of Analyzing the Data**

Bogdan (in Sugiyono 2019 : 319) defined data analysis as the process of systematically searching and arranging the interview transcripts, field notes, and other materials that can accumulate to increase understanding of them and to enable to present what have discovered to others. To determine the validity of data, it is needed to checking of the data. In this research, the researcher were analyzed qualitative using Miles and Huberman techniques of analyzing data: data reduction, data display and drawing conclusion.

## 1. Data reduction

Data reduction means summarizing, choosing the main things, focusing on the things that are important, looking for themes and pattern. Step to reducing the data:

- a. The first step was researcher did interview with English teacher who teach second grade students of SMPN 2 Mondokan.
- b. After that, the researcher did the observation in the offline class at second grade students of SMPN 2 Mondokan.
- c. The researcher got the data result of interview and observation. Then the researcher find out the data of the use of English textbook by English teacher at second grade at SMPN 2 Mondokan.

## 2. Data display

After the data is reduced, the next step is to display the data. By displaying the data, it will be easier to understand what is happening, plan further work based on what has been understood. In qualitative research, data display can be done in the form of brief descriptions, charts, relationship between categories, flowcharts and others. In this research, all the select data presented in the form of brief description or narration. Then the researcher described the data display. After describing the data, the researcher analyzed the data.

The researcher described the data about the use of English textbook by English teacher at second grade at SMPN 2 Mondokan.

Table 3.2 Data Display

No.	Data display	
1.	Select the data	The researcher select the data that has been found. The selected data is data related to the use of English textbook and also teacher's obstacles in using English textbook in second grade of SMPN 2 Mondokan Sragen.
2.	Describing the data	The researcher describe the data about the use of English textbook and also teacher's obstacles in using English textbook in second grade of SMPN 2 Mondokan Sragen.
3.	Analyze the data	The researcher analyze the data <ul style="list-style-type: none"> <li>- Analyze the use of English textbook based on Richard theory.</li> <li>- Analyze the teacher obstacles in using English textbook.</li> </ul>

After describing the data, the researcher tabulates the data regarding variation in using textbooks to make it easier to see the research results. After tabulating the data, the researcher calculated the percentage of each variation. The formula is as follow:

$$P = \frac{f}{N} \times 100\%$$

P : Percentage

f : Frequent from each adaptation



N : The count of textbook adaptation

### 3. Drawing conclusion

After all the data has been processed by researcher, the next step is drawing conclusion. This conclusion will answer the problem of the problem that was formulated in the beginning. Researcher chose data that are relevant to the formulation of the problem. Then the researcher made the data in a simple explanation. The last, the researcher concludes by looking at the data reduction and data display after collecting the data.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. Research Findings**

In this chapter, the research explains the researcher finding and discussion. The first section is result findings of the result from analyzing of the data to answer the problem statement mentioned in chapter I, namely: (1) The use of English textbook by teacher at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen in academic year 2021/2022, (2) Teacher's obstacles in using English textbook at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen in academic year 2021/2022. The second section is discussion. It deals with the discussion of the data analysis.

##### **1. The use of English textbook by the teacher at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022**

The research was conducted in class 8A and class 8B. There are 2 textbooks used by teachers in learning, namely main textbook and supplement textbook. The main textbook used is *When English Rings the Bell* published by the Ministry of Education and Culture. While the supplement book used is the *Modul Belajar Bahasa Inggris* published by *Perumda* Sragen Regency. In learning process, the teacher uses *When English Rings the Bell* textbook as the main textbook, and *Modul*

*Belajar Bahasa Inggris* book as a supporting textbook. However, in teaching English, the teacher mostly use supplement textbooks than main textbooks. This is because the material in the supplement book is written in a concise manner accompanied by quite complex practice questions.

**a. The use of Main English Textbook by English Teacher in 8A class.**

**1) Opening**

In the opening activity, the teacher has not shown any adaptation from the textbook. It is because in this opening activity, the teacher only greeted and asked how the students was doing, so the teacher had not yet used the English textbooks.

**2) Main Activity**

In the main activity, the teacher has shown the adaptation from the textbook as below:

The first data is the use of main English textbook by English teacher in 8A class. In this observation, the researcher observed how the teacher adapted the main English textbook. Observations were made 2 times, namely when the Recount Text and Song material. Observation was conducted on Recount Text material on Friday, May 20, 2022 at 07.15-07.55. While on the Song material, observation was conducted on Monday, May 23, 2022 at 08.35-09.15. Below are the result of observation:

a) Modifying the content

The first observation was conducted in class 8A on Friday, May 20, 2022 at 07.15. In this observation, the researcher observed the learning process carried out by the teacher. The material presented is about Recount Text.

Based on the result of observations, the teacher did not modify the content in primary textbook. The teacher did not modify the content in primary textbook because the material in textbook is appropriate to the students' needs so that the teacher followed the materials and instruction in the unit. Besides, the teacher also develop the material according the teacher's creativity.

In providing material on Recount Text in primary textbook, first the teacher asked all students to read a recount text contained in the textbook page 152 entitle Day 1 and Day 2. After that, the teacher asked one student to read the text aloud while the other students listen to him. Then, the teacher explained the material about Recount Text clearly.

The second observation was conducted on Monday 23 May 2022 in class 8A. In this observation, the researcher observed the learning process carried out by the English teacher. The material presented by the teacher is Song.

Based on the results of the observations, the teacher did not modify the material in the unit. The reason is that the material is appropriate and needs to be given to students. Meanwhile, in explaining the Song material, the teacher did not use main textbooks, but only used supplement textbook.

b) Adding/deleting the content

Based on the result of observation in learning activity about Recount Text, the teacher did not add or delete the content of textbook, but did not provide some of the activities in the unit. In explaining material about Recount Text in primary textbook, the teacher did not provide some of the activities in this unit.

In observation activity, when explaining the material, the teacher did not provide the observation and asking question activities found on pages 142-144. In this activity, the students asked to play role in some conversations.

In addition, the teacher did not provide collecting information activities found on pages 145-149, as well as reflection activities on page 150.

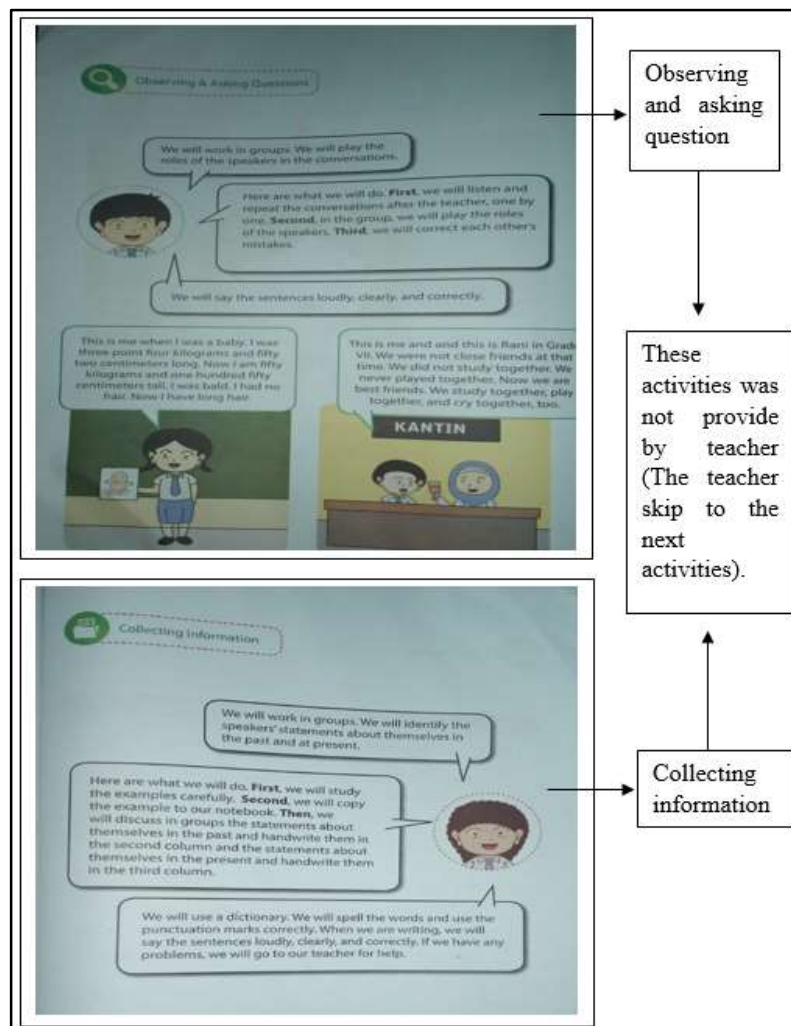


Figure 4. 1 Adding/Deleting the Content of Recount Text

Instead, the teacher asked students to read the passage entitled Day 1 and Day 2 in observation and asking question activities pages 152.

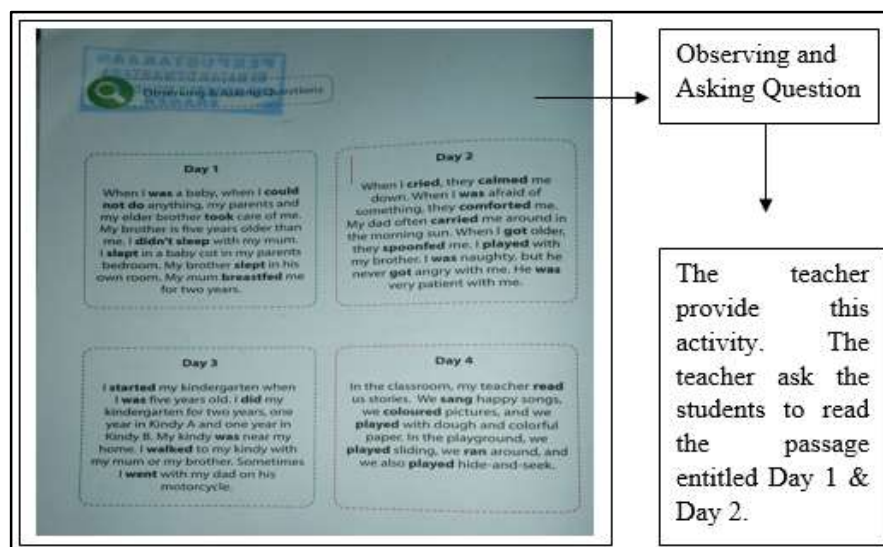


Figure 4. 2 Adding/Deleting the Content of Recount Text

Then in Song material, the teacher did not used When English Rings the Bell textbook. The teacher only used the supplement textbook in delivering the material.

c) Reorganize the content

Based on the observation in both of Recount Text and Song material, the teacher followed the material in a unit without changing the syllabus that has been determined from the Ministry of Education and Culture.

d) Addressing omissions

Based on the results of observations made in Recount Text learning class, the teacher provided other material that is considered important and needed by students. This activity was carried out on the main activity in observing. The material given was about the Past Tense. In the main textbook, there was

already some material about the Past Tense, but the teacher provided a more detailed explanation of the Past Tense, namely in the form of definition, formulas, usage, adverbs of time, and also examples. In addition to past tense material, the teacher also provided material on Regular & Irregular Verb. In this material, the teacher explained the difference between the two. In addition, the teacher also explains the use of Regular & Irregular Verb.

The image contains a table of verb forms and handwritten notes. The table is divided into four columns: Infinitive, Present, Past, and -ing. It lists various verbs and their corresponding forms. To the right of the table, a text box states: 'Based on the table past tense beside, the teacher give more explanation about past tense as below.' Below this, a handwritten note explains the Past Tense, including its definition, usage, and examples.

Infinitive	Present	Past	-ing
to be	is	was	being
to have	am	had	having
to do	are	were	doing
to have	have	had	having
to study	study	studied	studying
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
to give	give	gave	giving
to go	go	went	going
to look	look	looked	looking
to play	play	did not play	playing
to do	do	did	doing
to be	be	did not be	being
to have	have	had	having
to do	do	did	doing
to explain	explain	did not explain	explaining

Based on the table past tense beside, the teacher give more explanation about past tense as below.

**Past Tense**  
 Past tense digunakan untuk mengatakan suatu kegiatan di masa lampau.  
 Kata-kata: - last year  
 - 2 years ago  
 - ~~was~~ yesterday  
 - two days ago, etc.

**Rumus:**  
 (+) S + V<sub>2</sub> (ed) + O  
 (-) S + did + not + V<sub>1</sub> + O  
 (?) Did + S + V<sub>1</sub> + O?

**Example:**  
 We visited Prambanan Temple yesterday.  
 (-) We did not visit Prambanan Temple yesterday.  
 (?) Did we visit Prambanan Temple yesterday?

Figure 4. 3 Addressing Omissions of Recount Text



Then, in Song learning class, the teacher did not provide other additional material related to Song. The teacher did not even used the textbook in explaining the song material.

e) Modify the tasks

Based on the observation in the Recount Text and Song learning class, the teacher did not give tasks from the textbook, so the teacher did not modify the tasks from the textbook.

f) Extending the tasks

Based on the observation in Recount Text learning class, in associating activities, the teacher gave an additional task to students. The task given is to write down their personal experience. The goal of this task for student to be able to develop their writing skills.



Figure 4. 4 Extending Task of Recount Text

While in Song learning class, in associating activity, the teacher also gave an additional task to students. The task given is that the teacher gives a song entitled “Memories”, then the students were asked to listen and complete the missing song lyrics and translate the lyrics of the song. In addition, the



Table 4.1 The use of main English textbook in 8A class

No.	Textbook Adaptation	Main Textbook	
		Recount Text	Song
1.	Modifying the content	x	x
2.	Adding/deleting the content	√	x
3.	Reorganizing the content	x	x
4.	Addressing omissions	√	x
5.	Modifying tasks	x	x
6.	Extending tasks	√	√

**b. The use of Supplement English Textbook by English Teacher in 8A class.**

1) Opening

In the opening activity, the teacher has not shown any adaptation from the textbook. It is because in this opening activity, the teacher only greeted and asked how the students was doing, so the teacher had not yet used the English textbooks.

2) Main Activity

In the main activity, the teacher has shown the adaptation from the textbook as below:

The second data is the use of supplement textbook by English teacher in 8A class. In this observation, the researcher observed how the teacher adapted the supplement English textbook. Observations were conducted 2 times, namely when the Recount Text and Song material. Observation was conducted on Recount Text material on Friday, May 20, 2022 at 07.15-

07.55. While on the Song material, observation was conducted on Monday, May 23, 2022 at 08.35-09.15. Below are the result of observation:

a) Modify the content

The first observation was carried out in class 8A on Friday, May 20, 2022. In this observation, the researcher observed the learning process carried out by the teacher. The material presented was about Recount Text.

Based on the result of observations, the teacher did not modify the content in supplement textbook. The teacher did not modify the content in supplement textbook because the material in textbook is appropriate to the students' needs so that the teacher followed the materials and instruction in the unit. Besides, the teacher also develop the material according the teacher's creativity.

In providing material on Recount Text in supplement textbook, the teacher explained the material in a coherent manner. After explaining the material from the textbook, the teacher re-explained the song material in the supplement textbook. The teacher explained the material from the supplement textbook in detail, starting from the definition of recount text, purposes of recount text, generic structure,

language features, kinds and also examples of recount text.

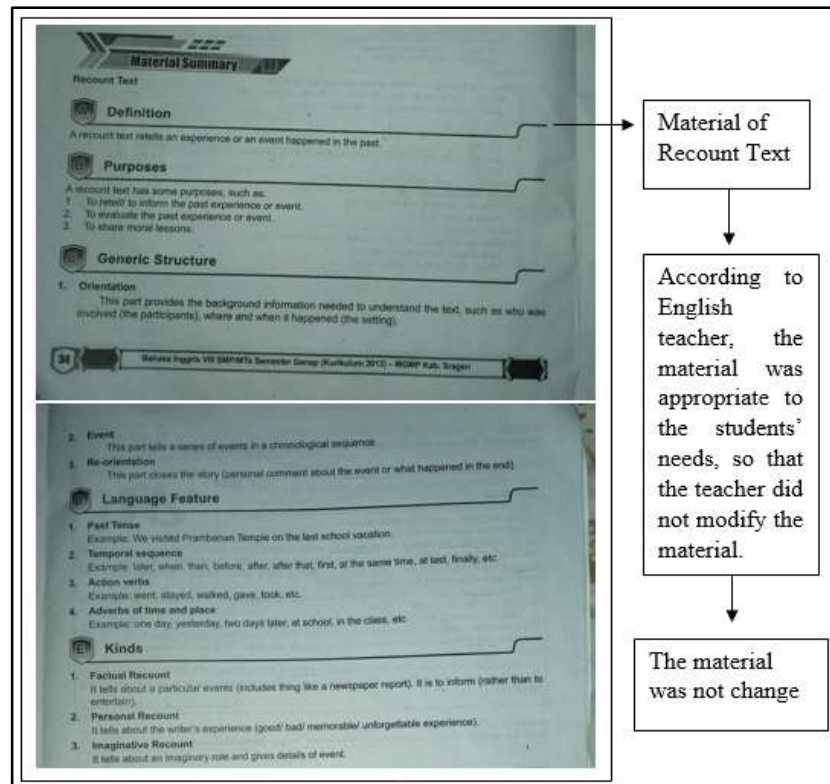


Figure 4. 6 Material of Recount Text

Then, the second observation was conducted on Monday 23 May 2022 in class 8A. In this observation, the researcher observed the learning process carried out by the English teacher. The material presented by the teacher was Song.

Same with the results of the observations before, the teacher did not modify the material in the unit. The reason is that the material is appropriate and needs to be given to students. In providing material on Song in supplement textbook, the teacher explained the material in a coherent manner. The teacher

explained the material from the module textbook in detail, starting from the definition, social function, and structure.

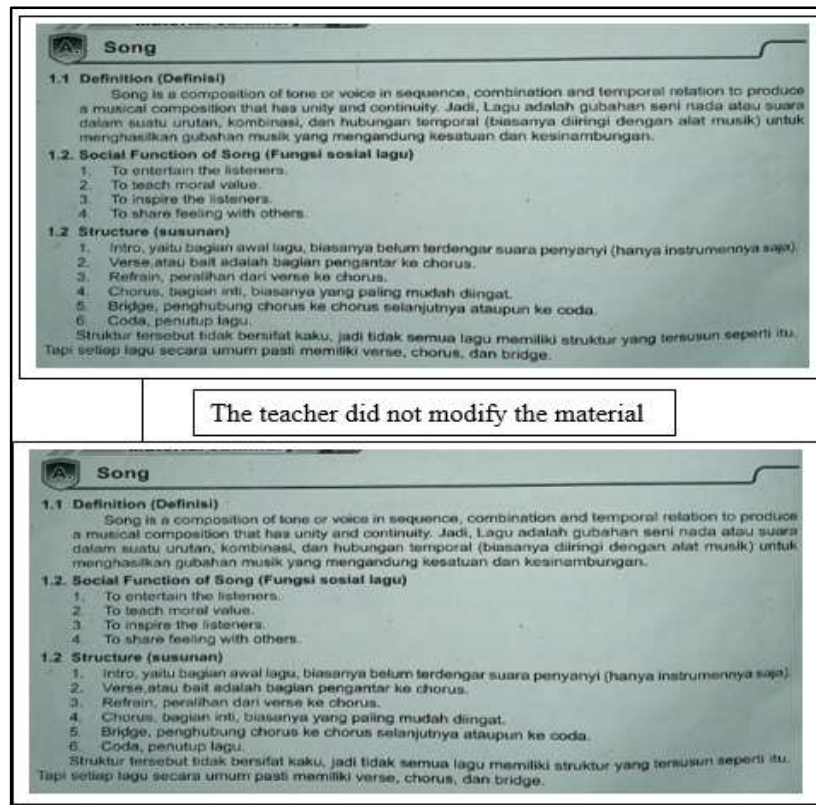


Figure 4. 7 Material of Song

b) Adding/deleting the content

Based on the result of observation in learning activity about Recount Text, the teacher did not add or delete the content of textbook, but did not provide some of the activities in the unit. In explaining material about Recount Text in supplement textbook, the teacher did not provide some of the activities in this unit.

In observation activity, the teacher explain the material in the supplement textbook. In explaining the existing material, the

teacher also does not provide all the activities contained in the unit. In the textbook, there are several activities such as material explanation and some practice questions (Activity 1,2,3,4,5,6,7, Competence test). In this case, the teacher only provided an explanation of the material and observed the reading entitled Snakes Alive (Activity 1).

However, the teacher did not provide Activity 2. In this activity, the students asked to write down the generic structure of the text above. Then the teacher also did not provide Activity 3 about language feature. Then Activity 4 to answer the questions base on the text.

**Activity 1**  
Observe the following text. (the generic structure and the language feature)

**Snakes Alive!**

When fourteen-year-old, Kate first saw the box constructor in a pet shop. It was just a few centimeters long. "She was very small and I could hold her in my hand," said Kate. "I always wanted an exotic pet and I had just enough money to buy her. My parents weren't happy but I persuaded them. I called my snake Sofia."

Sofia lived in a tank in the sitting room, but Kate look her out every day for some excuse. Sofia enjoyed exploding all the corners of the room. As the weeks passed, Sofia grew bigger and bigger. One Friday, when Kate passed Sofia's tank, she saw the snake wasn't there. "I looked everywhere," said Kate, "under the bed, in the cupboard, behind the bookcase and under the TV. Then I noticed that one of the windows was open."

Kate looked for Sofia for a long time but with no luck. "I can find her", she thought desperately. "She could be somewhere outside."

The next evening, Kate's best friend, Lizzie, was staying the night in the spare bed in Kate's room. Lizzie was getting into bed when suddenly screamed. "There's something cold and alive in my bed!" she said. Kate pulled the duvet back. There, curled up happily, was Sofia. "Well, you can understand her," said Kate. "It was the warmest place in the house!"

After Sofia's adventure, Kate and her parents decided that Sofia was now too big to keep as a pet and they gave her to the local zoo. Kate visits her every Sunday and says that Sofia is very happy in her new home.

*Source: New Snapshot Elementary, 2003: 58*

**Activity 2**  
Write the generic structure parts in the table below. (based on the text on Activity 1)

Orientation	
Event	
Re-orientation	

**Activity 3**  
Write the language feature parts in the table below. (based on the text on Activity 1)

Verbs (Past)	
Temporal sequence	
Adverbs of time	
Adverbs of place	

**Activity 4**  
Answer the following questions based on the text above.

1. What is the purpose of writing the text above? Answer: \_\_\_\_\_
2. Where did Kate meet Sofia at first? Answer: \_\_\_\_\_
3. Did Kate's parents allow her to keep Sofia at home? Answer: \_\_\_\_\_
4. "It was just a few centimeters long." (paragraph 1). What does the word "it" refer to? Answer: \_\_\_\_\_
5. Where did Kate put Sofia while she was at home? Answer: \_\_\_\_\_

Figure 4. 8 Adding/Deleting the Content of Recount Text

While in song learning class, after explaining the material, the teacher did not provide activities in Activity 1 and Activity 2. In addition, the teacher did not give Activity 3 and Competence Test Chapter 4.

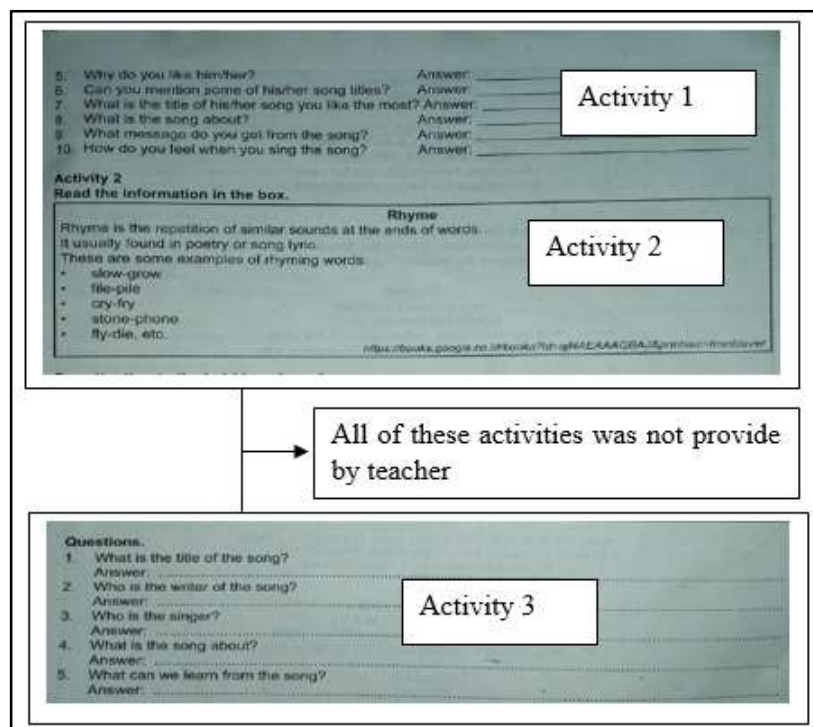


Figure 4. 9 Adding/Deleting the Content of Song

c) Reorganizing the content

Based on the observation in both of Recount Text and Song material, the teacher followed the material in a unit without changing the syllabus that has been determined from the Ministry of Education and Culture.

d) Addressing omissions



Based on the results of observations in Recount Text learning class, the teacher provided other material that is considered important and needed by students. This activity was carried out on the main activity in observing. The material given is about the Past Tense. In the supplement textbook, there were already some material about the Past Tense, but the teacher provided a more detailed explanation of the Past Tense, namely in the form of definition, formulas, usage, adverbs of time, and examples. In addition to Past Tense material, the teacher also provides material on Regular & Irregular Verb. In this material, the teacher explained the difference between the two. In addition, the teacher also explains the use of Regular & Irregular Verb.

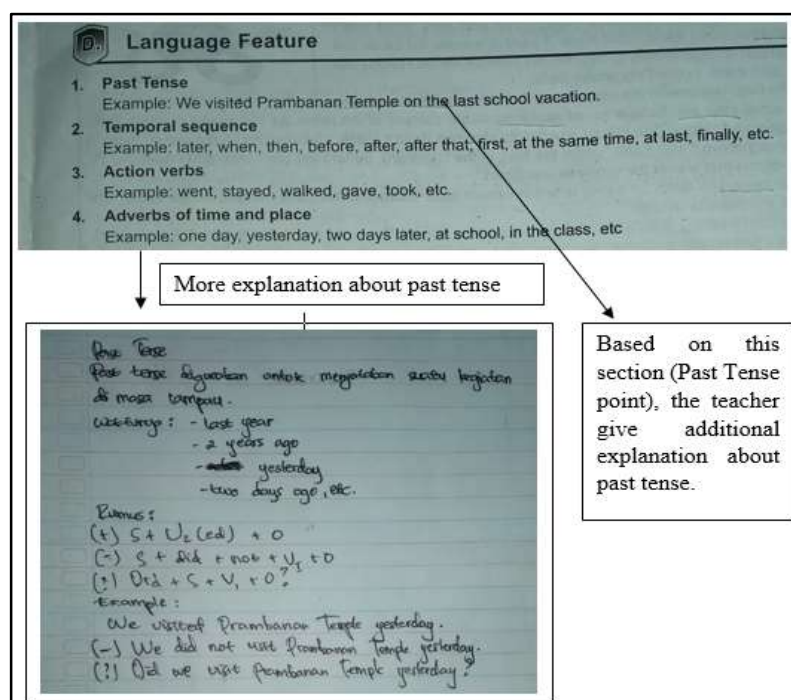


Figure 4. 10 Addressing Omissions of Recount Text

Then, in Song learning class, the teacher did not provide other additional material related to Song.

e) Modifying tasks

In recount text learning class, the teacher modified the tasks given to students in associating activities. The exercise given by the teacher that students were asked to read the text entitled Snakes Alive which is found in the *Modul Belajar Bahasa Inggris* page 36. After reading the text, students were asked to look for verbs in the past tense. After that, students were asked to find the meaning of the past tense verb. The purpose of this exercise was to get students to read aloud (speaking) and increase their vocabulary.

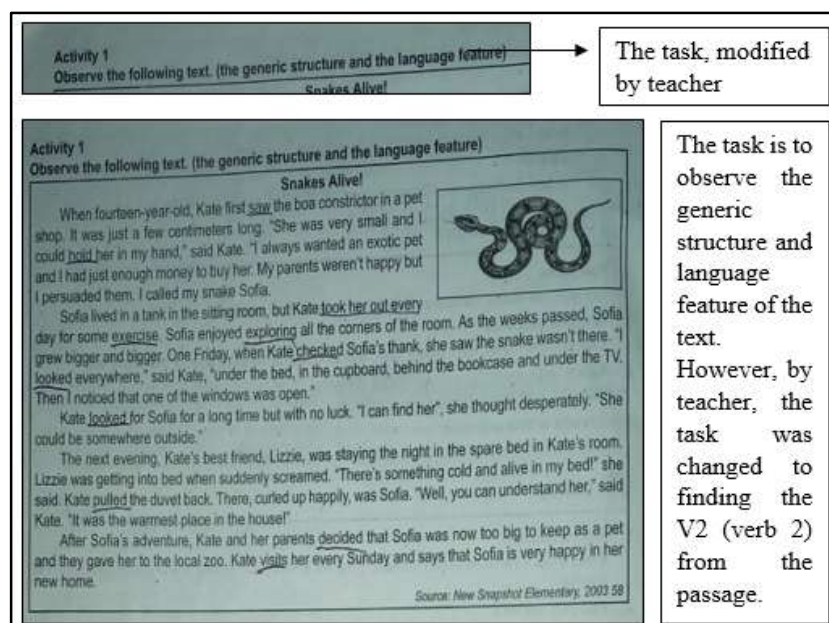


Figure 4. 11 Modifying Task of Recount Text

While in song learning class, the teacher also modified the tasks/exercises in the unit. The exercise given by the teacher that students were asked to read the text of the song entitled I Have a Dream which is found on page 54 of the textbook. After reading the song, students were asked to translate the lyrics of the song and answer the questions below. The purpose of this exercise was to make students want to read and increase their vocabulary and to train students to think critically.

The diagram shows a textbook page with the lyrics of the song "I Have a Dream" and a set of questions. The lyrics are as follows:

**I Have a Dream**  
 Verse  
 Bridge  
 I have a dream, a song to sing  
 To help me cope, with anything  
 If you see the wonder, of a lifestyle  
 You can take the future, even if you fall

**Chorus**  
 I believe in angels, something good is everything I see  
 I believe in angels, when I know the time is right for me  
 I'll cross the stream, I have a dream

**On yeah**  
 I have a dream, a fantasy  
 To help me through, reality  
 And my destruction, makes it worth the while  
 Pushing through the darkness, still another mile

**[Chorus]**  
**[Bridge]**  
**[Chorus]**

I'll cross the stream  
 I have a dream  
 I'll cross the stream  
 I have a dream

Songwriters: Benny Green, Ben Anderson / Brian K. Uvinsky  
 I Have a Dream lyrics © Universal Music Publishing Group

**Questions.**  
 1. What is the title of the song?  
 Answer: \_\_\_\_\_  
 2. Who is the writer of the song?  
 Answer: \_\_\_\_\_  
 3. Who is the singer?  
 Answer: \_\_\_\_\_  
 4. What is the song about?  
 Answer: \_\_\_\_\_  
 5. What can we learn from the song?  
 Answer: \_\_\_\_\_

The diagram includes arrows indicating the flow of information: an arrow points from the lyrics to a box labeled "Lyric of song"; an arrow points from this box to a larger box containing the text "In addition to answer the question, the teacher also asked students to translate the song lyrics beside."; and an arrow points from a box labeled "The question" to the same larger box.

Figure 4. 12 Modifying Task of Song

#### f) Extending tasks

Based on the observation in Recount Text learning class, in associating activities, the teacher gave an additional task to students. The task given is to write down their personal

experience. The goal of this task is for student to be able to develop their writing skills.



Figure 4. 13 Extending Task of Recount Text

While in Song learning class, in associating activity, the teacher also gave an additional task to students. The task given is that the teacher gives a song entitled “Memories”, then the students were asked to listen and complete the missing song lyrics and translate the lyrics of the song. In addition, the students were asked to look for the content and messages of the song. The goal of this additional task for students to increase their vocabulary and practice their listening skills.

<p>A. Please fill in the blank with the words based on lyric of the song</p> <p>.....( 1) to the ones that we got          Cheers to the wish you were .....(2), but you're not          'Cause the drinks .....(3) all the memories          Of .....(4) we've been through          Toast to the ones here .....(5)          Toast to the ones that we lost .....(6)          'Cause the drinks bring back all the memories          And the memories bring back, memories bring back you</p> <p>There's a time that I .....(7), when I did not know no pain          When I .....(8) in forever, and everything would stay the same          Now my heart feel like December when somebody say .....(9)          'Cause I can't .....(10)to call you, but I know I will one day, yeah</p>	<p><b>Answer keys</b></p> <ol style="list-style-type: none"> <li>1. Here's</li> <li>2. Here</li> <li>3. Bring back</li> <li>4. Every thing</li> <li>5. Today</li> <li>6. On the way</li> <li>7. Remember</li> <li>8. Believed</li> <li>9. Your name</li> <li>10. Reach</li> </ol>
<p>B. Please answer the question correctly</p> <ol style="list-style-type: none"> <li>1. What is the title of the song above? .....</li> <li>2. What is the song about? .....</li> <li>3. Do you like the song? .....</li> <li>4. Who is the singer? .....</li> <li>5. What might 'wish you are here' mean? .....</li> </ol>	
<p>C. Please translate the lyric of the song!</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Figure 4. 14 Extending Task of Song

### 3) Closing Activity

In the closing activity, the teacher has not shown any adaptation from the textbook.

Based on the observation above, it can be conclude that in using supplement English textbook in 8A class, the teacher did not use all of textbook adaptation. It can be seen in the table below:

Table 4.2 The use of supplement English textbook in 8A class

No.	Textbook Adaptation	Main Textbook	
		Recount Text	Song
1.	Modifying the content	x	x
2.	Adding/deleting the content	√	√
3.	Reorganizing the content	x	x
4.	Addressing omissions	√	x
5.	Modifying tasks	√	√
6.	Extending tasks	√	√

**c. The use of Main English Textbook by English Teacher in 8B class.**

**1) Opening Activity**

In the opening activity, the teacher has not shown any adaptation from the textbook. It is because in this opening activity, the teacher only greeted and asked how the students was doing, so the teacher had not yet used the English textbooks.

**2) Main Activity**

In the main activity, the teacher has shown the adaptation from the textbook as below:

The third data is the use of main English textbook by English teacher in 8B class. In this observation, the researcher observed how the teacher adapted the main English textbook. Observations were conducted 2 times, namely when the Recount Text and Song material. Observation was conducted on Recount Text material on Friday, May 20, 2022 at 08.30-09.15. While on

the Song material, observation was conducted on Monday, May 23, 2022 at 07.15-07.55. Below are the result of observation:

a) Modifying the content

Observations were conducted in class 8B on Friday, May 20, 2022 at 08.30. In this observation, the researcher observed the learning process carried out by the teacher. The material presented was about Recount Text

Based on the result of observations, the teacher did not modify the content in primary textbook. The teacher did not modify the content in primary textbook because the material in textbook is appropriate to the students' needs so that the teacher followed the materials and instruction in the unit. Besides, the teacher also develop the material according the teacher's creativity.

In providing material on Recount Text in primary textbook, the teacher asked one student to read a recount text contained in the textbook page 152 entitle Day 1 while the other students listen to him. After that, the teacher explained the material about Recount Text clearly.

Same with the results of the observations before, the teacher did not modify the material in the unit. The reason was that the material is appropriate and needs to be given to students.

The second observation was carried out on Monday, May 23, 2022 at 07.15-07.55. In this research, the researcher observed the learning process carried out by the English teacher by using supplement textbook in Song unit. When the teacher explained the Song material, the teacher does not use the main textbook, but only used the supplement textbook.

b) Adding/deleting the content

In observations made in the Recount Text class, the teacher did not add or delete material in the unit, but the teacher did not provide one or more activities in the unit.

As when learning Recount Text material using textbooks, the teacher did not provide several activities. In the Observing & Asking Question activity page 142, students were asked to play the roles of the speakers in the conversation where first the teacher will read a text and the students are asked to listen. After that, students were asked to repeat the conversation one by one and then role-play with the speaker. Finally, students were asked to justify the errors in the reading. But in reality the teacher did not provide all these activities.

In addition to these activities, the teacher also did not provide collecting information activities page 145. In these activities, students were asked to identify the speaker's statements about themselves in the past and at present. However, because students



did not understand the difference between past and present, the teacher skipped the activity and proceeded to Collecting Information page 148. In this unit, the teacher gave an explanation of the differences between present and past verbs.

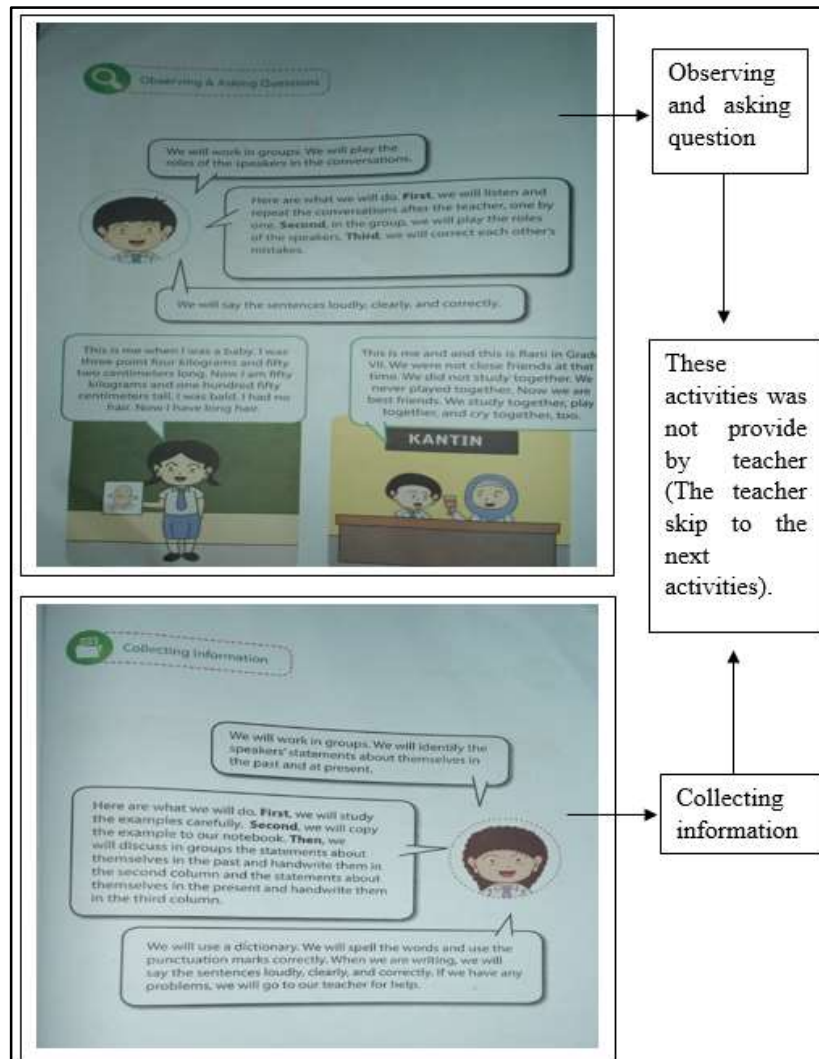


Figure 4. 15 Adding/Deleting Content of Recount Text

In delivering material in main textbook, the teacher only asked one of the students to read the text on page 152 (When I was baby).

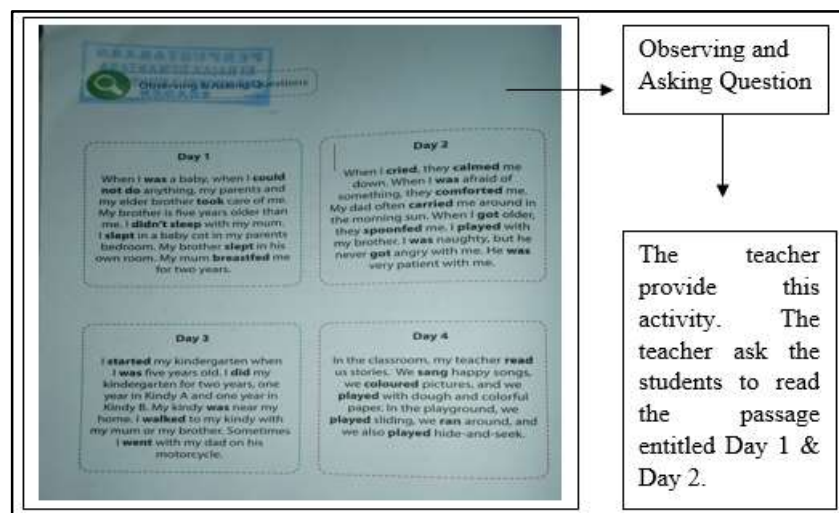


Figure 4. 16 Adding/Deleting Content of Recount Text

However, when explaining Song's material, the teacher did not use main textbooks. So the teacher did not add or delete the material in the unit.

#### c) Reorganizing the content

Based on the observation in both of Recount Text and Song material, the teacher followed the material in a unit without changing the syllabus that has been determined from the Ministry of Education and Culture.

#### d) Addressing omissions

Similar to Recount Text learning in class 8A, the teacher also added some important material that is not listed in the unit. This activity was carried out on the main activity in observing. The

material given is about the Past Tense. In main textbook, there were already some material about the Past Tense, but the teacher provided a more detailed explanation of the Past Tense, namely in the form of definition, formulas, usage, adverbs of time, and also examples. In addition to Past Tense material, the teacher also provides material on Regular & Irregular Verb. In this material, the teacher explained the difference between the two. In addition, the teacher also explains the use of Regular & Irregular Verb.

The image is a composite of three parts related to English grammar, specifically the Past Tense.

**Top Left: Verb Table**

Inf	Present	Past	-ing
to be	is	was	being
to be	am	was	being
to be	are	were	being
to have	have	had	having
to study	study	studied	studying
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
to give	give	gave	giving
to go	go	went	going
to look	look	looked	looking
to play	play	did not play	playing
to do	do	did	doing
to have	have	did not have	having
to be	be	had	being
to be	be	had	being
to explain	explain	did not explain	explaining

**Top Right: Text Box**

Based on the table past tense beside, the teacher give more explanation about past tense as below.

**Bottom: Handwritten Note**

Past Tense  
 Past tense digunakan untuk menceritakan suatu kejadian di masa lampau.  
 Kata-kata: - last year  
 - 2 years ago  
 - ~~was~~ yesterday  
 - two days ago, etc.  
 Rumus:  
 (+) S + V<sub>2</sub> (ed) + O  
 (-) S + did + not + V<sub>1</sub> + O  
 (?) Did + S + V<sub>1</sub> + O?  
 Example:  
 We visited Prambanan Temple yesterday.  
 (-) We did not visit Prambanan Temple yesterday.  
 (?) Did we visit Prambanan Temple yesterday?

Figure 4. 17 Addressing Omissions of Recount Text

However, when explaining Song's material, the teacher did not use main textbook. So, the teacher did not add material that is not in the main textbook unit.

e) Modifying the tasks

Both in Recount Text and Song material, the teacher did not give tasks from primary textbook. So, the teacher did not modify the tasks in primary textbook.

f) Extending the tasks

Both in Recount Text and Song learning class, the teacher gave additional tasks to students. In Recount Text learning class, especially in associating activity, the teacher gave an additional tasks to write down about students' personal activities. The goal of this activity for students to be able to develop their writing skills.

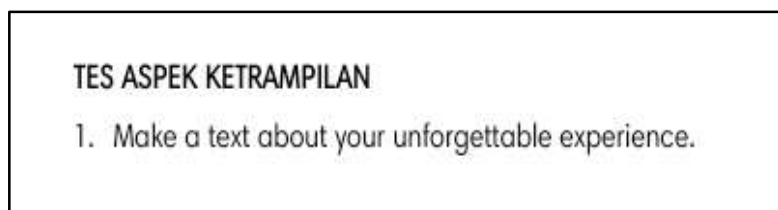


Figure 4. 18 Extending Task of Recount Text

While in Song learning class, especially in associating activity, the teacher also gave an additional task to students as in 8A class. The task given is that the teacher gives a song entitled "Memories", then the students were asked to listen and complete the missing song lyrics and translate the lyrics of the song. In

addition, the students were asked to look for the content and messages of the song. The goal of this additional task for students to increase their vocabulary and practice their listening skills.

<p>A. Please fill in the blank with the words based on lyric of the song</p> <p>.....( 1) to the ones that we got          Cheers to the wish you were .....(2), but you're not          'Cause the drinks .....(3) all the memories          Of .....(4) we've been through          Toast to the ones here .....(5)          Toast to the ones that we lost .....(6)          'Cause the drinks bring back all the memories          And the memories bring back, memories bring back you</p> <p>There's a time that I .....(7), when I did not know no pain          When I .....(8) in forever, and everything would stay the same          Now my heart feel like December when somebody say .....(9)          'Cause I can't .....(10) to call you, but I know I will one day, yeah</p>	<p><b>Answer keys</b></p> <ol style="list-style-type: none"> <li>1. Here's</li> <li>2. Here</li> <li>3. Bring back</li> <li>4. Every thing</li> <li>5. Today</li> <li>6. On the way</li> <li>7. Remember</li> <li>8. Believed</li> <li>9. Your name</li> <li>10. Reach</li> </ol>
<p>B. Please answer the question correctly</p> <ol style="list-style-type: none"> <li>1. What is the title of the song above?              .....</li> <li>2. What is the song about?              .....</li> <li>3. Do you like the song?              .....</li> <li>4. Who is the singer?              .....</li> <li>5. What might 'wish you are here' mean?              .....</li> </ol> <p>C. Please translate the lyric of the song!</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

Figure 4. 19 Extending Task of Song

### 3) Closing Activity

In the opening activity, the teacher has not shown any adaptation from the textbook.

Based on the observation above, it can be conclude that in using main English textbook in 8B class, the teacher did not use all of textbook adaptation. It can be seen in the table below:

Table 4.3 The use of main English textbook in 8B class

No.	Textbook Adaptation	Main Textbook	
		Recount Text	Song
1.	Modifying the content	x	x
2.	Adding/deleting the content	√	x
3.	Reorganizing the content	x	x
4.	Addressing omissions	√	x
5.	Modifying taks	x	x
6.	Extending tasks	√	√

**d. The use of Supplement English Textbook by English Teacher in 8B class.**

**1) Opening Activity**

In the opening activity, the teacher has not shown any adaptation from the textbook. It is because in this opening activity, the teacher only greeted and asked how the students was doing, so the teacher had not yet used the English textbooks.

**2) Main Activity**

In the main activity, the teacher has shown the adaptation from the textbook as below:

The fourth data is the use of supplement textbook by English teacher in 8B class. In this observation, the researcher observed how the teacher adapted the supplement English

textbook. Observations were conducted 2 times, namely when the Recount Text and Song material. Observation was conducted on Recount Text material on Friday, May 20, 2022 at 08.30-09.15. While on the Song material, observation was conducted on Monday, May 23, 2022 at 07.15-07.55. Below were the result of observation:

a) Modifying the content

In explaining the Recount Text and song material, the teacher did not modify the material contained in the supplement textbook. The reason is the same, because the material was in accordance with the students' needs so that the teacher followed the material and instruction in the unit. The teacher also developed the material to teacher's creativity.

Based on the observation on Friday, 20 May 2022, in providing the material about Recount Text in supplement textbook, the teacher conveyed the materials in an orderly manner based on the sequence of activities in the unit. First, the teacher explained the meaning of recount text. Then the teacher explained other materials such as objectives, generic structure, language feature, and kinds of recount text on pages 34-45. After explaining the material, the teacher gave an example of a recount text from the textbook.

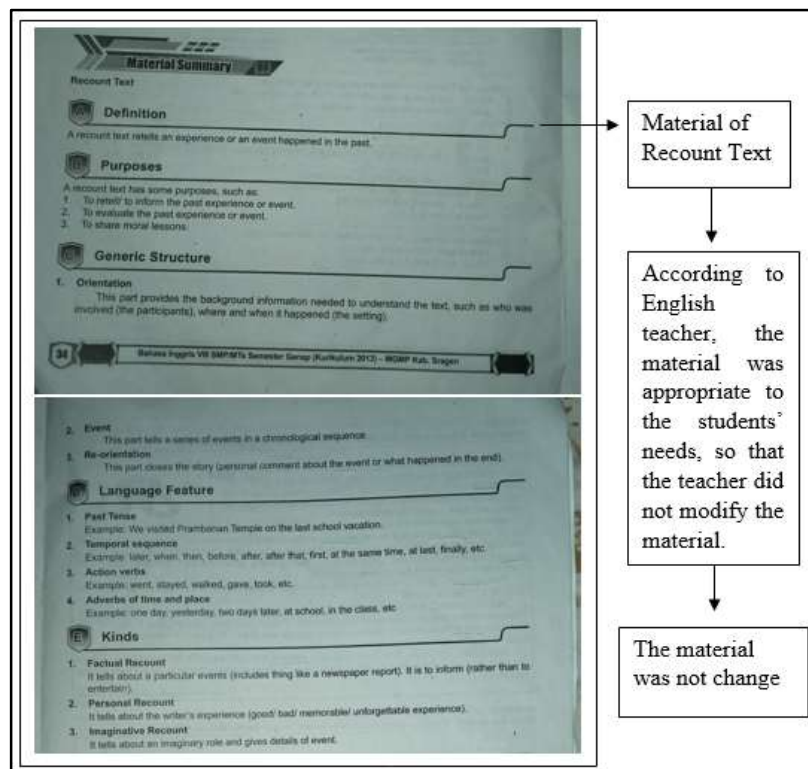


Figure 4. 20 Material of Recount Text

Based on the observation on Monday, 23 May 2022, when the teacher explained the material about Song in supplement textbook, the teacher explained in a coherent way. First, the teacher gave an explanation about definition, social function, and structure of song contained on page 52. Then, the teacher and students listened to a song and then understand together the content of the song.



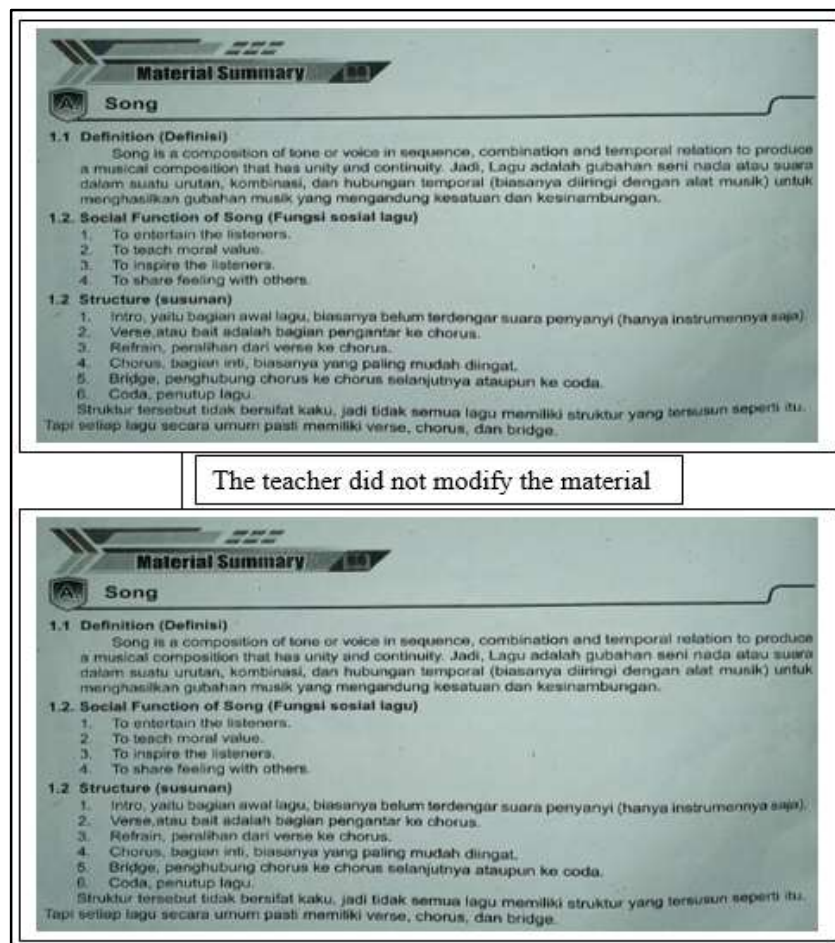


Figure 4. 21 Material of Song

## b) Adding/deleting the content

Same as the observation in Recount Text and Song learning class by using primary textbook, in providing material using supplement textbook, the teacher did not add or delete the content in the unit. The teacher did not give some activities in the unit.

When explaining the material about Recount Text, in the textbook, there were several activities such as material explanation of Song and some practice questions (Activity

1,2,3,4,5,6,7, Competence test). In this case, the teacher only provided an explanation of the material and observes the reading entitled Snakes Alive (Activity 1).

However, the teacher did not provide Activity 2. In this activity, the students asked to write down the generic structure of the text above. Then the teacher also did not provide Activity 3 about language feature. Then Activity 4 to answer the questions base on the text.

**Activity 1**  
Observe the following text. (the generic structure and the language feature)

**Snakes Alive!**

When fourteen-year-old, Kate first saw the box constrictor in a pet shop. It was just a few centimeters long. "She was very small and I could hold her in my hand," said Kate. "I always wanted an exotic pet and I had just enough money to buy her. My parents weren't happy but I persuaded them. I called my snake Sofia."

Sofia lived in a tank in the sitting room, but Kate took her out every day for some exercise. Sofia enjoyed exploring all the corners of the room. As the weeks passed, Sofia grew bigger and bigger. One Friday, when Kate checked Sofia's tank, she saw the snake wasn't there. "I looked everywhere," said Kate, "under the bed, in the cupboard, behind the bookcase and under the TV. Then I noticed that one of the windows was open."

Kate looked for Sofia for a long time but with no luck. "I can find her", she thought desperately. "She could be somewhere outside."

The next evening, Kate's best friend, Lizzie, was staying the night in the spare bed in Kate's room. Lizzie was getting into bed when suddenly screamed. "There's something cold and alive in my bed!" she said. Kate pulled the duvet back. There, curled up happily, was Sofia. "Well, you can understand her," said Kate. "It was the warmest place in the house!"

After Sofia's adventure, Kate and her parents decided that Sofia was now too big to keep as a pet and they gave her to the local zoo. Kate visits her every Sunday and says that Sofia is very happy in her new home.

**Activity 2**  
Write the generic structure parts in the table below. (based on the text on Activity 1)

Orientation	
Events	
Re-orientation	

**Activity 3**  
Write the language feature parts in the table below. (based on the text on Activity 1)

Verbs (Past)	
Timepoint sequence	
Adverb of time	
Adverb of place	

**Activity 4**  
Answer the following questions based on the text above.

1. What is the purpose of writing the text above? Answer: \_\_\_\_\_
2. Where did Kate meet Sofia at first? Answer: \_\_\_\_\_
3. Did Kate's parents allow her to keep Sofia at home? Answer: \_\_\_\_\_
4. "It was just a few centimeters long." (paragraph 1). What does the word "it" refer to? Answer: \_\_\_\_\_
5. Where did Kate put Sofia while she was at home? Answer: \_\_\_\_\_

Activity 1

This activity was provide by teacher.

Activity 2

Activity 3

Activity 4

All of these activities did not provide by teacher.

Figure 4.22 Adding/Deleting the Content of Recount Text

Whereas in Song material, when explained the material in the textbook, not all activities in the unit were given by the teacher. Based on the results of observations in class, on

observation activities, the teacher only provided the material of Song page 52. In addition, the teacher did not provide activities in Activity 1. In this activity, the students asked to answer the question. Activity 1. Then, in activity 2, there was an information about Rhyme. However, the teacher also not provide this activity to students. Then in activity 4, there was a table of song's titles and their singer. The students ask to find the theme and message inside of song. However, the teacher did not provide it.

The figure consists of three screenshots of textbook pages, each with a label indicating its status:

- Top Screenshot:** Labeled "Activity 4". It shows "Activity 1" with four questions:
  - Do you like to enjoy songs?
  - What genres of songs do you like the most?
  - Do you have favorite band or singer?
  - Who is your favorite singer?
 To the right of the questions are four lines for answers, each preceded by "Answer:". At the bottom, a page number "52" is visible in a circle, and text "Bahasa Inggris XI SMP/MTs Semester 1" and "Kah. Sragen" are present.
- Middle Screenshot:** Labeled "Activity 1". It shows "Activity 4" with the instruction "Find the following songs, and fill in the table." Below this is a table:
 

No.	Song Title	Theme	Message
1.	Heal The World - Michael Jackson		
2.	Memories - Maroon 5		
3.	History - One Direction		
- Bottom Screenshot:** Labeled "Activity 2". It shows "Activity 2" with the instruction "Read the information in the box." Below this is a box titled "Rhyme" containing the text:
 

Rhyme is the repetition of similar sounds at the ends of words. It usually found in poetry or song lyric. These are some examples of rhyming words:

  - slow-grow
  - file-ple
  - cry-try
  - store-phone
  - fly-die, etc.

At the bottom of the entire figure, a large box contains the text: "All of these activities did not provide by teacher."

Figure 4. 23 Adding/Deleting the Content of Song

c) Reorganizing the content

Based on the observation in both of Recount Text and Song material, the teacher followed the material in a unit without changing the syllabus that has been determined from the Ministry of Education and Culture.

d) Addressing omissions

Based on the results of the research, the teacher will definitely provide important items that were felt to be missing in the unit. Even if the teacher forget to give missing material, the teacher will definitely give the item at a later time as long as it is still in the same semester. This was in accordance with the observations made by researchers.

In explaining material about Recount Text, in the main activity namely observing, when delivering the Recount Text material in class 8B (collecting information), the teacher also provided additional material in the form of past tense; formulas and usage, and regular & irregular verbs with the reason that the material were the basic material needed in understanding the Recount Text material.

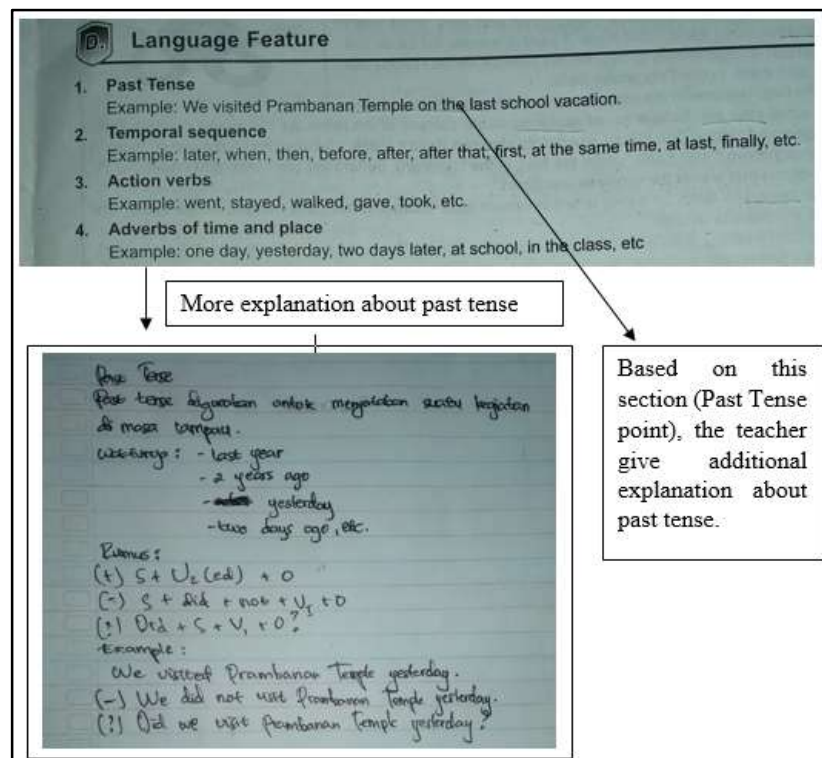



Figure 4. 24 Addressing Omissions of Recount Text

While in explaining the material about Song by using supplement textbook, the teacher also added additional material. In supplement textbook, there was no material about theme of song, so that the teacher provided additional material. There were 4 theme songs explained by the teacher, namely Family, Social Life, Friendship, and Nature. The teacher added material about the theme of the song because the teacher felt that the theme of the song was an important thing that students must know before studying the song more deeply.



**Material Summary**

**Song**

Material of Song

**1.1 Definition (Definisi)**  
 Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. Jadi, Lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi, dan hubungan temporal (biasanya diiringi dengan alat musik) untuk menghasilkan gubahan musik yang mengandung kesatuan dan kesinambungan.

**1.2 Social Function of Song (Fungsi sosial lagu)**

1. To entertain the listeners.
2. To teach moral value.
3. To inspire the listeners.
4. To share feeling with others.

**1.2 Structure (susunan)**

1. Intro, yaitu bagian awal lagu, biasanya belum terdengar suara penyanyi (hanya instrumennya saja).
2. Verse, atau bait adalah bagian pengantar ke chorus.
3. Refrain, peralihan dari verse ke chorus.
4. Chorus, bagian inti, biasanya yang paling mudah diingat.
5. Bridge, penghubung chorus ke chorus selanjutnya ataupun ke coda.
6. Coda, penutup lagu.

Struktur tersebut tidak bersifat kaku, jadi tidak semua lagu memiliki struktur yang tersusun seperti itu. Tapi setiap lagu secara umum pasti memiliki verse, chorus, dan bridge.

Beside of these material, the teacher also give additional material about theme of song. It is because theme of song is also an important material.

**Theme of Song**

1. Family ⇒ Keluarga
2. Social Life ⇒ Kehidupan Sosial
3. Friendship ⇒ Pertemanan
4. Nature ⇒ Alam

Figure 4. 25 Addressing Omissions of Song

#### e) Modifying the tasks

Based on the result of observation in Recount Text and Song learning class, the teacher modified the tasks in the unit. In the main activity in associating, in giving assignments regarding Recount Text, the teacher modified the tasks/exercises in the unit. The exercise given by the teacher that the students were asked to read the text entitled Snakes Alive which is found in the Teaching Materials book page 36. After reading the text, students were asked to look for verbs in the past tense. After that, students were asked to find the meaning of the past tense verb.

The purpose of this exercise was to get students to read aloud (speaking) and increase their vocabulary.

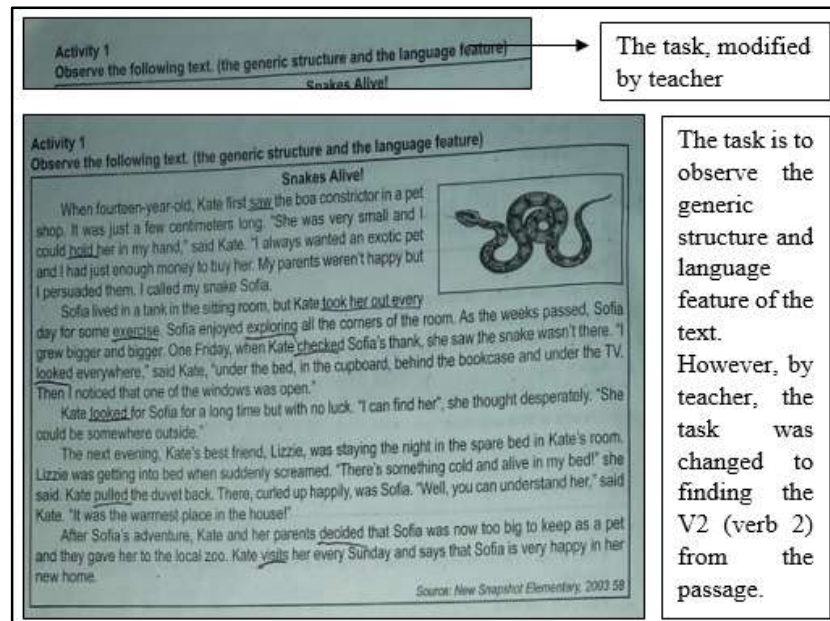


Figure 4. 26 Modifying Task of Recount Text

Then in Song unit, the teacher also modified the task. The exercise given by the teacher is that students were asked to read the text of the song entitled I Have a Dream which is found in the supplement textbook page 54. After reading the song, students were asked to translate the lyrics of the song. After that, the students were asked to answer the questions under the song. The purpose of this exercise for students to want to read and increase their vocabulary.



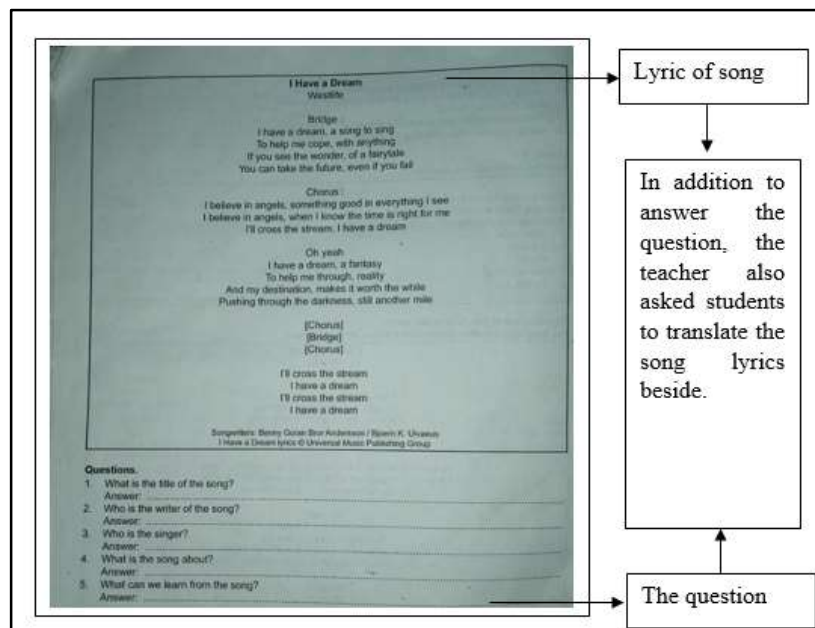


Figure 4. 27 Modifying Task of Song

f) Extending the tasks

Same as learning activities using the primary textbook, both in Recount Text and Song learning class, the teacher gave additional tasks to students. In Recount Text learning class, especially in associating activity, the teacher gave an additional tasks to write down about students' personal activities.



Figure 4. 28 Extending Task of Recount Text

While in Song learning class, especially in associating activity, the teacher also gave an additional task to students. The task given is that the teacher gives a song entitled "Memories",



then the students were asked to listen and complete the missing song lyrics and translate the lyrics of the song. In addition, the students were asked to look for the content and messages of the song. The goal of this additional task for students to increase their vocabulary and practice their listening and writing skills.

<p>A. Please fill in the blank with the words based on lyric of the song</p> <p>.....(1) to the ones that we got          Cheers to the wish you were .....(2), but you're not          'Cause the drinks .....(3) all the memories          Of .....(4) we've been through          Toast to the ones here .....(5)          Toast to the ones that we lost .....(6)          'Cause the drinks bring back all the memories          And the memories bring back, memories bring back you</p> <p>There's a time that I .....(7), when I did not know no pain          When I .....(8) in forever, and everything would stay the same          Now my heart feel like December when somebody say .....(9)          'Cause I can't .....(10) to call you, but I know I will one day, yeah</p> <p> </p> <p>B. Please answer the question correctly</p> <p>1. What is the title of the song above?          .....</p> <p>2. What is the song about?          .....</p> <p>3. Do you like the song?          .....</p> <p>4. Who is the singer?          .....</p> <p>5. What might 'wish you are here' mean?          .....</p> <p>C. Please translate the lyric of the song!</p> <p>.....          .....          .....          .....          .....          .....</p>		<p><b>Answer keys</b></p> <p>1. Here's          2. Here          3. Bring back          4. Every thing          5. Today          6. On the way          7. Remember          8. Believed          9. Your name          10. Reach</p>
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Figure 4. 29 Extending Task of Song

### 3) Closing Activity

In the opening activity, the teacher has not shown any adaptation from the textbook.

Based on the observation above, it can be conclude that in using supplement English textbook in 8B class, the teacher did not use all of textbook adaptation. It can be seen in the table below:

Table 4.4 The use of supplement English textbook in 8B class

No.	Textbook Adaptation	Main Textbook	
		Recount Text	Song
1.	Modifying the content	x	x
2.	Adding/deleting the content	√	x
3.	Reorganizing the content	x	x
4.	Addressing omissions	√	x
5.	Modifying taks	x	x
6.	Extending tasks	√	√

Based on the data above, it can be concluded that the teacher did not use all of adaptation in using English textbook in class 8A and 8B, both in using main textbook and supplement textbook. It can be seen in the table of data tabulation below:

Table 4.5 Data Tabulation of Textbook Adaptation in 8A Class

No.	Textbook Adaptation	8A Class			
		Main Textbook		Supplement Textbook	
		RT	S	RT	S
1.	Modifying the content	x	x	x	x
2.	Adding/deleting the content	√	x	√	√
3.	Reorganizing the content	x	x	x	x
4.	Addressing omissions	√	x	√	x
5.	Modifying tasks	x	x	√	√
6.	Extending tasks	√	√	√	√

Table 4.6 Data Tabulation of Textbook Adaptation in 8B Class

No.	Textbook Adaptation	8B Class			
		Main Textbook		Supplement Textbook	
		RT	S	RT	S
1.	Modifying the content	x	x	x	x
2.	Adding/deleting the content	√	x	√	√
3.	Reorganizing the content	x	x	x	x
4.	Addressing omissions	√	x	√	√
5.	Modifying tasks	x	x	√	√
6.	Extending tasks	√	√	√	√

Table 4.7 Data Tabulation of Textbook Adaptation

No.	Textbook Adaptation	8A Class				8B Class				Percentage (%)
		Main Textbook		Supplement Textbook		Main Textbook		Supplement Textbook		
		RT	S	RT	S	RT	S	RT	S	
1.	Modifying the content	x	x	x	x	x	x	x	x	0%
2.	Adding/deleting the content	√	x	√	√	√	x	√	√	75%
3.	Reorganizing the content	x	x	x	x	x	x	x	x	0%
4.	Addressing omissions	√	x	√	x	√	x	√	√	62,5 %
5.	Modifying tasks	x	x	√	√	x	x	√	√	50%
6.	Extending tasks	√	√	√	√	√	√	√	√	100%

Note: RT = Recount Text

S = Song

Based on the data above, it can be concluded that the teacher did not use all of adaptation in using English textbook in class

8A and 8B. From the overall adaptation, the teacher did not modify and reorganize the content in the textbook. This is because the content in the textbook unit is in accordance with students' needs. Then, the teacher often adds/delete the content, adds some important material that is not in the unit, and modifies the tasks in the textbook unit. In teaching English, the teacher is always extending the tasks because the exercises in a unit are insufficient, so additional tasks are needed.

## **2. Teacher's obstacles in using English textbook at the second grade of Junior High School at SMPN 2 Mondokan Sragen in academic year 2021/2022**

Based on the results of observations made by researchers, it can be concluded that English teacher who teach in grades 8A and 8B of SMPN 2 Mondokan has no difficulty in adapting English textbooks, both main textbook and supplement textbook. This can be seen from the way the teacher adapted the two textbooks, and also interview with English teacher as follow:

*“Kalau dalam mengadaptasi buku, saya tidak menemui kesulitan yang berarti. Namun, kalau secara umum, masalah guru itu ada di pengadaan buku. Karena di kondisi saat ini sangat tidak memungkinkan untuk siswa membeli textbook. Kalau untuk siswanya, mereka cenderung memiliki motivasi belajar yang rendah, dan juga motivasi dalam mencari kosa kata juga rendah.”*

Based on the interview above, the teacher did not find the obstacles in adapting English textbook. In adapting English textbook, the teacher was conducted the learning as follow:

The first is to modify the content in the textbook. Based on the observations made by the researcher, the teacher did not modify the material in the textbook. The teacher only modified the material if there is a mismatch between the basic competencies and the material. However, the Recount Text and Song materials are in accordance with the existing basic competence, so that the teacher does not need to modify the material. So, in this case the teacher does not have its own difficulties in modifying the material.

The second is adding/deleting the content. Based on the results of classroom observations, the teacher did not add or delete materials or activities in the unit, but did not provide some activities in the unit. In this case, the teacher prioritizes providing essential material rather than other material. Moreover, Recount Text and Song are one of the essential materials that must be given to students. However, in providing these two materials there are some activities that are not provided by the teacher. The reason is insufficient time. In this case, the teacher has no difficulty in determining what activities are not given to students.

The third is reorganizing the content. Based on the result of observation, the teacher did not reorganize the content. Teachers only

follow the syllabus that has been determined by the Education Office. So the teacher has no difficulty in reorganizing the content.

The fourth is addressing omissions. Based on the result of observation, sometimes the teacher add some important material that is not included in the unit. In giving this additional task, the teacher also does not find it difficult to determine in what material the teacher will provide additional material.

The fifth is modifying tasks. Based on the result of observation, the teacher often modifies the tasks in a unit. In the observations that have been made, the teacher often modifies the assignments in the supplement textbook. In modifying this task the teacher also did not have any difficulties.

Lastly is extending the tasks. Based on the result of observation, the teacher always gives additional tasks to students according to the material provided. So that the teacher does not find it difficult to give additional tasks.

## **B. Discussion**

In adapting textbook, there is no single textbook which can suit the learning needs all of students (Hutchinson & Torres, 1994). Tomlinson (1998), explains in choosing a textbook, teachers need to take into account the abilities, needs and interests of their students, as well as the quality of the textbook. Based on him, teachers should note the extent to which textbooks need to be adapted and combined with the additional material.

Based on the interview and observation, in learning process, the teacher used two textbooks as her guide in delivering material. Those textbooks are *When English Rings the Bell* and also *Modul Belajar Bahasa Inggris*. The teacher uses these textbook because it is up-to-date and includes language skills, which include reading, listening, writing, and speaking.

Based on the research findings of variation in adapting textbook used by English teacher at the second grade of SMP N 2 Mondokan Sragen, the researcher classified the data based on the theory proposed by Richards (Richards, 2001) of variation in adapting textbook. There are six variation in adapting textbook, namely modifying content, adding/deleting content, reorganize the content, addressing omission, modifying tasks, and extending tasks. Based on the observation, the researcher found that the teacher in SMP N 2 Mondokan did not used all of those variation. The teacher only used four variation of textbook's adaptation, namely adding/deleting the content, addressing omissions, modifying tasks, and extending tasks. The teacher used those variation in main activity namely observation and associating.

Then the researcher compared this findings with some previous study. The first was study by Herlinda (Herlinda, 2014). In this study, the researcher classified the data based on the theory proposed by McGrath (2002) include omission, addition, reduction, extension, rewriting/modification, replacement, re-ordering, and branching. In this

research, teacher A rarely skipped the materials in the textbooks and tended to move from one section to another orderly. Than teacher B made most adaptation in the form of reconstructing the content, adding, deleting or omitting some materials, re-organizing the sequence provided in the textbooks, and modifying the tasks. Other previous study conducted by Diniah (Diniah, 2013) found that in using English textbook, the teacher used adaptation namely adding, modifying task, and omitting material or textbook.

In addition, based on the research findings, extending the tasks is the variation in adapting textbook that always used by English teacher because the tasks in the unit are not sufficient, so additional tasks are needed. Furthermore, it can motivate the students to read the material before they did the additional tasks. In this case, the teacher make the additional tasks by own because the teacher adjust to the level of students understanding of the material that has been given.

The second variation in adapting textbook used by English teacher is adding/deleting the content. The teacher added the material if the material/activity contained in the unit is deemed lacking. However the teacher did not delete the material/activity in a unit, but the teacher did not give those materials/activities. This is because the time allocation in the new normal period is limited, so the teacher prioritizes delivering essential material (material that must be given to students). So there are some materials that must be skipped due to insufficient time allocation. In this



research, the teacher mostly adding and deleting the content in main activity namely observation step.

The third variation is addressing omissions. Addressing omissions is an attempt by the teacher to add some important focus that may not have been given to the unit. In this research, the teacher do this variation in the learning process. The teacher add the omissions mostly in main activity namely associating.

The fourth is modifying the tasks. In this variation, the teacher modify the tasks to give other focuses. Based on the observation, the teacher always modify the task, and mostly the additional focus expected by the teacher is that students can increase their vocabulary. In this research, the teacher modify the task in main activity namely associating.

Based on the explanation, it can be concluded that in this research not all of the variation in adapting textbook is used by English teacher. The book adaptation carried out by the English teacher is adding/deleting, addressing omissions, modifying tasks, and extending tasks. Meanwhile, modifying the content and reorganized the content is not done by the teacher.

In addition, based on the results of observations made by researchers, it can be concluded that English teacher who teach in grades 8A and 8B of SMPN 2 Mondokan has no difficulty in adapting English textbooks, both main textbook and supplement textbook. This can be seen from the way the teacher adapted the two textbooks.

It is contrast with previous study by Jannah (Jannah, 2019). In this study, the researcher found that the teachers faced difficulty in using English textbook. The difficulty was inadequate availability of textbooks which make some students do not have opportunities to repeat the lesson or learn new material from the textbook. The second was study conducted by (Diniah, 2013). In this study, the researcher found two main difficulties in using textbook, namely the level of difficulty of materials and also the limited aids for teaching.

## CHAPTER V

### CONCLUSION & SUGGESTIONS

#### A. Conclusion

Based on the result of research, it can be seen that in learning English the teacher used 2 textbooks as a reference in teaching. The two textbooks were the *Modul Belajar Bahasa Inggris* and *When English Rings the Bell*. The *Modul Belajar Bahasa Inggris* is a textbook that is used as the main reference in learning, while the textbook *When English Rings the Bell* is a supporting book.

Meanwhile, in using the book, there are several variations that can be used by teachers. The variations are modifying the content, adding/deleting the content, reorganized the content, addressing omissions, modifying the tasks, and also extending the tasks. Based on the result of result, the teacher did not provide all variations in adapting the book. Based on the observation, the teacher only used 4 variation in adapting textbooks, namely adding/deleting the content, addressing omissions, modifying the tasks, and also extending the tasks. Mostly the teacher applied those variation to the main activity in observation and associating. While modifying the content and reorganized the content are not applied by the teacher because the existing materials and syllabus are in accordance with the students.

In addition, English teacher who teach in grades 8A and 8B of SMPN 2 Mondokan did not find the obstacle in adapting English textbooks,

both main textbook and supplement textbook. This can be seen from the way the teacher adapted the two textbooks.

## **B. Suggestions**

Based on the study about the use of English textbook by teacher at the second grade of Junior High School in the new normal era at SMPN 2 Mondokan Sragen, the researcher would like to give several suggestions for:

### **1. Teacher**

The teacher should prepare additional textbooks that are suitable for students and can choose the right variations in adapting textbooks.

### **2. Students**

For students at second grade of Junior High School, the researcher suggests that the students should be more active and not ashamed to ask the teacher about the material that has not been understood.

### **3. Other Researcher**

The researcher realizes that this research is still far from perfect, so the researcher hopes that the readers can provide criticism or suggestions. In addition, the researcher hopes that this research can be developed from a different perspective. It can be from different theory, the way in collecting the data, or in different curriculum used.

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# APPENDICES



## APPENDIX 1

### OBSERVATION FIELD NOTE

#### First observation

No.	Object of Observation	Observation Checklist		Note
		Yes	No	
1.	The teacher modify the content in the textbook.		√	The teacher does not change the material in the unit
2.	The teacher adding/deleting the content in a unit of textbook.	√		<b>Observing</b> When explaining the material about recount text, the teacher adds several activities such as reading a passage with a specific purpose. In addition, the teacher also does not reduce the material, but does not provide some of the activities in the unit
3.	The teacher reorganize the content of the textbook		√	The teacher follows the syllabus and existing materials.
4.	The teacher addressing omissions of the content in textbook.	√		<b>Observing</b> The teacher provides additional material in the form of simple past tense which includes formulas, uses and characteristics. In addition, the teacher also provides material on regular and irregular verbs because the

				teacher feels the material is very important.
5.	The teacher modify the task in a unit.	√		<b>Associating</b> Look for past tense verbs in a passage to increase vocab.
6.	The teacher extends the task in a unit.	√		<b>Associating</b> The teacher asks students to write down their experiences

### Second observation

No.	Object of Observation	Observation Checklist		Note
		Yes	No	
1.	The teacher modify the content in the textbook.		√	The teacher follows/explains the material from a unit. (the teacher does not change the material in the unit)
2.	The teacher adding/deleting the content in a unit of textbook.	√		<b>Observation</b> When explaining the material about recount text, the teacher adds several activities such as reading a passage with a specific purpose. In addition, the teacher also does not reduce the material, but does not provide some of the activities in the unit
3.	The teacher reorganize the content of the textbook		√	The teacher follows the syllabus and existing materials.
4.	The teacher addressing omissions of the content in textbook.	√		<b>Observation</b> The teacher provides additional material in the

				form of simple past tense and regular and irregular verbs because the teacher feels that the material is very important.
5.	The teacher modify the task in a unit.	√		<b>Associating</b> The teacher gives the task to find the verbs contained in the passage entitled Snake Alive.
6.	The teacher extends the task in a unit.	√		<b>Associating</b> The teacher asks students to write down their experiences

### Third observation

No.	Object of Observation	Observation Checklist		Note
		Yes	No	
1.	The teacher modify the content in the textbook.		√	The teacher follows/explains the material from a unit. (the teacher does not change the material in the unit)
2.	The teacher adding/deleting the content in a unit of textbook.	√		<b>Observation</b> When explaining the material about Song, the teacher added several activities such as reading a song with a specific purpose. In addition, the teacher does not reduce the material, but does not provide some of the activities in the unit.

3.	The teacher reorganize the content of the textbook		√	The teacher follows the syllabus and existing materials.
4.	The teacher addressing omissions of the content in textbook.	√		<b>Observation</b> The teacher provides additional material in the form of a theme in a song. - Family - Social Life - Friendship, dan - Nature
5.	The teacher modify the task in a unit.	√		<b>Associating</b> In Activity 2, students were asked to read and translate the lyrics of a song entitled I Have a Dream.
6.	The teacher extends the task in a unit.	√		<b>Associating</b> The teacher gives a song entitled "Memories", then students are asked to complete the missing song lyrics and translate the lyrics of the song. In addition, students were also asked to look for the contents and messages of the song.

#### Fourth observation

No.	Object of Observation	Observation Checklist		Note
		Yes	No	
1.	The teacher modify the content in the textbook.		√	The teacher follows/explains the material from a unit. (the

				teacher does not change the material in the unit)
2.	The teacher adding/deleting the content in a unit of textbook.	√		<b>Observation</b> When explaining the material about Song, the teacher added some activities such as reading a song with a specific purpose. In addition, the teacher does not reduce the material, but does not provide some of the activities in the unit.
3.	The teacher reorganize the content of the textbook		√	The teacher follows the syllabus and existing materials.
4.	The teacher addressing omissions of the content in textbook.		√	
5.	The teacher modify the task in a unit.	√		<b>Association</b> On Activity Asking and Observing page 219 , students are asked to read and translate the lyrics of a song entitled I Have a Dream.
6.	The teacher extends the task in a unit.	√		<b>Association</b> The teacher gives a song entitled "Memories", then students are asked to complete the missing song lyrics and translate the lyrics of the song. In addition, students were also asked to look for the contents and messages of the song.

## APPENDIX 2

### INTERVIEW TRANSCRIPT

1. Buku apa saja yang ibu gunakan dalam pembelajaran? Serta apa alasan ibu menggunakan textbook tersebut?
2. Buku apa yang ibu jadikan acuan utama dalam pembelajaran?
3. Kurikulum apa yang di terapkan di sekolah saat ini?
4. Dalam mengadaptasi textbook tersebut, apakah ibu mengikuti semua instruksi-instruksi yang ada dalam buku?
5. Apakah di textbook yang ibu gunakan terdapat materi yang tidak cocok dengan siswa? Jika ada bagaimana cara ibu memodifikasi materi tersebut?
6. Apakah ibu menambah/menghapus materi yang ada dalam textbook?
7. Apakah ibu mengikuti semua kegiatan dalam suatu unit berdasarkan silabus yang ada, ataukah ibu mengorganisasi kembali silabus/unit sesuai dengan kebutuhan?
8. Misalkan dalam suatu unit terdapat beberapa hal yang hilang/kurang dan ternyata hal tersebut penting. Apakah ibu akan menambahi hal-hal penting tersebut?
9. Apakah ibu juga memodifikasi tugas yang ibu berikan kepada siswa untuk memberi focus tambahan?
10. Dalam memberi tugas/latihan soal, apakah ibu mengikuti semua yang ada di dalam textbook tersebut atau membuat sendiri?
11. Apa saja kesulitan ibu dalam mengadaptasi textbook tersebut?

## APPENDIX 3

### RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris  
 Kelas / Semester : VIII / 2  
 Materi pokok : **Personal Recount Text**  
 Alokasi Waktu : 2 x pertemuan  
 KD :

- 3.11 Membandingkan fungsi sosial ,struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)
- 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

#### A. TUJUAN PEMBELAJARAN

1. Siswa mampu membandingkan fungsi sosial ,struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis
2. Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait pengalaman pribadi di waktu lampau (*personal recount*)
3. Siswa mampu menyusun teks recount lisan dan tulis pengalaman pribadi di waktu lampau (*personal recount*) pendek dan sederhana

#### B. KEGIATAN PEMBELAJARAN

1. Guru mempresentasikan materi pembelajaran lewat video dan power point pembelajaran yang disampaikan lewat grup WA
2. Guru memberikan teks recount
3. Guru menerangkan tentang teks recount dan ciri-cirinya melalui video pembelajaran
4. Guru memberikan soal lewat Google Form berkaitan isi teks recount dan menyusun kata menjadi kalimat
5. Siswa bersama guru membuat jadwal pengumpulan produk teks recount pengalaman pribadi
6. Guru akan memonitor siswa selama jadwal produk
7. Siswa mengunggah hasil karya mereka via WA.

8. Guru dan siswa melaksanakan evaluasi bersama tentang hasil teks recount mereka

**C. MEDIA DAN SUMBER PEMBELAJARAN**

Google classroom, WhatsApp Group, buku teks “When English Rings a Bell” hal. 167-196

**D. PENILAIAN**

- Penilaian pengetahuan: Tes tulis (PG) lewat Google Form
- Penilaian Keterampilan: Produk (teks tertulis)

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran

Endi Herujanto, S.Pd.,MM.  
NIP. 196502051990031013

Siti Jumadilah, M.Pd.  
NIP.196908292000032003



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 2 Mondokan  
 Pelajaran : Bahasa Inggris  
 Kelas/ Semester : VIII/ 2  
 Materi pokok : Lagu dan Lirik (*memories – maroon 5*)  
 Alokasi Waktu : 2 x 40 menit

### A. TUJUAN PEMBELAJARAN

- Siswa dapat memprediksi kata-kata dalam lagu tersebut
- Siswa dapat menuliskan beberapa kosa kata yang siswa dengar.
- Siswa dapat menceritakan makna dalam lagu sesuai yang siswa pahami.

### B. MEDIA DAN BAHAN

- a. Media : Worksheet
- b. Alat bahan : Laptop, Hp android, fasilitas internet
- c. Sumber : Buku Paket “When English Rings the Bell  
 dan LKS Intensif Bahasa Inggris

Penunjang Cita-Cita Siswa Kreatif kelas VIII.

<https://www.youtube.com/watch?v=SlPhMPnQ58k>

### C. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	Melakukan pembukaan dengan mengucapkan salam pembuka , memimpin do’a dan memeriksa kehadiran peserta didik sebagai sikap disiplin melalui group Whats Up <ul style="list-style-type: none"> <li>- Menyebutkan tujuan pembelajaran secara ringkas</li> <li>- Menyebutkan kegiatan belajar yang akan dilakukan</li> </ul>	10 menit
Inti	<ul style="list-style-type: none"> <li>- Guru memberikan instruksi terkait materi yang akan dibahas dengan meminta siswa mencari lagu yang berjudul (<i>memories – maroon 5</i>) lalu mendengarkannya dengan ponsel masing-masing</li> <li>- Siswa membaca teks lyric yang ada di lembar kerja siswa tentang lagu tersebut di rumah masing-masing.</li> <li>- Siswa mengulang kembali bacaan mereka terkait lirik dan maknanya.</li> <li>- Guru meminta siswa menjawab soal di LKS mereka.</li> <li>- Selesai mengerjakan tugas tersebut, siswa diminta mengirimkan bukti gambar dan hasil pengerjaan tugas mereka.</li> <li>- Guru meminta siswa menerjemahkan lagu tersebut dan menuliskannya dalam buku.</li> </ul>	60 menit

Penutup	<ul style="list-style-type: none"> <li>- Setelah mengikuti kegiatan pembelajaran daring , peserta didik ditanya, bagaimana kesan mengikuti pembelajaran, sebagai refleksi.</li> <li>- Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini. Dan mengisi jurnal aktivitas siswa</li> <li>- Siswa diberi tugas singkat.</li> </ul>	10 menit
---------	--	-------------

#### **D. PENILAIAN**

1. Penilaian aspek sikap :  
Pengamatan selama proses pembelajaran daring berlangsung.
2. Penilaian aspek Pengetahuan:  
Pemberian nilai terhadap pertanyaan pertanyaan yang diberikan dan respon siswa terkait pertanyaan guru serta kesigapan siswa dalam menjawab pertanyaan dengan baik dan benar
3. Penilaian aspek Keterampilan :  
Siswa menerjemahkan lagu tersebut dan menuliskannya dalam buku

Mengetahui  
Kepala SMP ...

Mondokan, 3 Januari 2022  
Guru Mata Pelajaran

Endi Herujanto, S.Pd.,M.M.  
NIP.1965002051990031013

Siti Jumadilah, M.Pd.  
NIP.196908292000032003

A. Please fill in the blank with the words based on lyric of the song

.....( 1) to the ones that we got  
Cheers to the wish you were .....(2), but you're not  
'Cause the drinks .....(3) all the memories  
Of .....(4) we've been through  
Toast to the ones here .....(5)  
Toast to the ones that we lost .....(6)  
'Cause the drinks bring back all the memories  
And the memories bring back, memories bring back you  
  
There's a time that I .....(7), when I did not know no pain  
When I .....(8) in forever, and everything would stay the same  
Now my heart feel like December when somebody say .....(9)  
'Cause I can't .....(10)to call you, but I know I will one day, yeah

## Answer keys

1. Here's
2. Here
3. Bring back
4. Every thing
5. Today
6. On the way
7. Remember
8. Believed
9. Your name
10. Reach

**SOAL ULANGAN HARIAN KD 3.11 – KELAS VIII  
(PENGETAHUAN)**

**I.        *The text is for number 1 to 3.***

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

*(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

1. What is the writer intention to write the text above?
  - A. To describe the distance of the exam location.
  - B. To tell about getting the highest mark all the exam.
  - C. To tell about how to continue to higher school without having the entrance test.
  - D. **To give information about fun experience.**
2. When did the event happen?
  - A. in the middle of the year
  - B. **the end of the year**
  - C. birthday party
  - D. at the weekend as usual
3. "The big clock refused to welcome the New Year"  
What is the synonym of the word ....
  - A. **reject**
  - B. accept
  - C. admit
  - D. hate

*The Text is for number 4 to 6.*

### **A Trip to the Baliem Valley**

Last vacation I decided to do a little adventure by visiting Dani tribe in Baliem valley.

First, I enjoyed the Baliem Cultural Festival at Muliama village about 20 kilometers from Wamena. The festival lasted in several days. People of Dani were singing, dancing, and playing their traditional music during the festival. They decorated their faces with pig grease, clay, ash and fur. They clutched bows, arrows and spears as they feinted and charged each other. However, no blood was shed-it was all intended only as a threatening show of force.

When the festival was over, I decided to join a trekking trip to the spectacular villages of Dani. The trip gave me an opportunity to see the real Dani lifestyle. I saw amazing wooden bridges across the fast flowing mountain rivers. I also learned that men and women live in separate traditional houses. Another amazing thing that I noticed was people with parts of fingers missing as the result of a custom where both men and women may cut off fingers if bereaved by the loss of loved one.

My eight days visit to Baliem valley gave me a deep impression of the richness of Indonesian's culture. (Taken from: Mandiri \_ Practice Your English, Penerbit Erlangga)

4. What is the benefit of reading the text?
  - A. To respect diversity and to increase our love for Indonesian's culture.
  - B. To know the habit of Dani's tribe in singing, dancing and playing music.
  - C. To show the precise location of Dani tribe and how to reach there.
  - D. To know the characteristics of the spectacular villages of Dani.
5. Why did some women and men in Dani tribe cut their parts of finger?
  - A. It was a symbol that they have just lost their family.
  - B. It caused by the suffering of the loved one's death.
  - C. It proved that they loved their family much.

- D. It was part of the real Dani tribe lifestyle.
6. The writer joined a trekking trip to the spectacular vilages of Dani ... he/she watched the festival.
- A. Since.
- B. Before.
- C. After.
- D. During.

*The Text is for number 7 to 10.*

### **Ki Hajar Dewantara**

Raden Mas Soewardi Soeryaningrat was born in Yogyakarta on May 2nd 1889. He came from Pakualaman family, the son of GPH Soerjaningrat, grandson of Pakualam III and grew up in a family of Yogyakarta Kingdom.

Then, in 1922 when he was 40 years old (according to the count of Caka Year), Raden Mas Soewardi Soeryaningrat changed his name to Ki Hadjar Dewantara.

Since that time, he was no longer using a knighthood in front of his name. Based on the Indonesian spelling in since 1972, its name is misspelled as Ki Hajar Dewantara.

Ki Hajar Dewantara ever studied at Europeesche Lagere School (ELS) at the Dutch colonial era it is an elementary school in Indonesia.

After graduating from ELS, then he went to STOVIA (Bumiputera Medical School) is a school for the education of indigenous doctors in Batavia in the Dutch colonial era. This time it became the Faculty of Medicine, University of Indonesia, although he could not complete his education because of illness.

Ki Hajar Dewantara worked as a writer and journalist in various newspapers, such as: Tjahaja Timoer, Midden Java, De Expres, Seditomo, Kaoem Moeda, Poesara, and Oetoesan Indies. His writing is very communicative and brave with anti-colonial spirit.

Besides working as a writer, he was also active in social and political organizations. Since 1908, the beginning of the Boedi Utomo (BO), he was

active in the propaganda section to socialize the Indonesian public awareness about the importance of a sense of unity in the nation.

Not only that, it turns Ki Hajar Dewantara also known as a prominent pioneer of education for the natives of Indonesia from the Dutch colonial era.

In fact, he managed to establish a school of the National University Student Park (National Institute of Taman Siswa Onderwijs) on July 3rd 1922.

At first the Dutch colonial government attempted to deter his plan. Dutch government issued a Wild School Ordinance on October 1st 1932. However, because of his persistence and struggle, the ordinance was finally lifted.

The college emphasizes a sense of nationality to indigenous education so that they love the nation and homeland and fight for independence.

Ki Hajar Dewantara's been appointed as Minister of Teaching Indonesia referred to as the Minister of Education, Teaching and Culture in the cabinet of the first Republic of Indonesia.

For his service pioneered education in Indonesia, in 1957 he received an honorary doctorate (doctor honoris causa, Dr.H.C.) of the University of Gadjah Mada (UGM).

Finally, he was declared as Father of National Education of Indonesia, as well as his birth day serves as National Education Day.

Ki Hajar Dewantara died on 26th April 1959 in Yogyakarta. He was buried at the Taman Wijaya Brata, tombs for Taman Siswa's family. His face was also immortalized on the Indonesian currency denomination of old 20,000 rupiahs

7. What is the topic of the text?
  - A. Ki Hajar Dewantara's life.
  - B. Father of National Education of Indonesia.
  - C. A writer and journalist in various newspapers.
  - D. Minister of Education, Teaching and Culture in the cabinet of the first Republic of Indonesia.
8. After reading the text above, what the reader probably feel ...
  - A. Proud with Ki Hajar Dewantara

- B. Satisfied with Ki Hajar Dewantara
  - C. Faithful with Ki Hajar Dewantara
  - D. Happy with Ki Hajar Dewantara
9. What was happened in 1922 when he was 40 years old?
- A. He received an honorary doctorate.
  - B. He changed his name to Ki Hadjar Dewantara.
  - C. He studied at Europeesche Lagere School (ELS).
  - D. He was also active in social and political organizations.
10. Tjahaja Timoer, Midden Java, De Expres, Seditomo, Kaoem Moeda, Poesara, and Oetoesan Indies were various newspapers that Ki Hajar Dewantara ever worked...
- A. In.
  - B. On.
  - C. Inside.
  - D. Under.

### TES ASPEK KETRAMPILAN

1. Make a text about your unforgettable experience.

### PEDOMAN PENILAIAN

#### TES ASPEK PENGETAHUAN

Nomor 1-10 : skor 10 per item

$$10 \times 10 \text{ item} = 100$$

#### TES ASPEK KETRAMPILAN

- a. Rubrik Penilaian

Element	Score
Grammar	25
Spelling	25
Diction	25



Paragraph Development	25
-----------------------	----

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	$\leq 5$

**APPENDIX 4****FIGURES**

