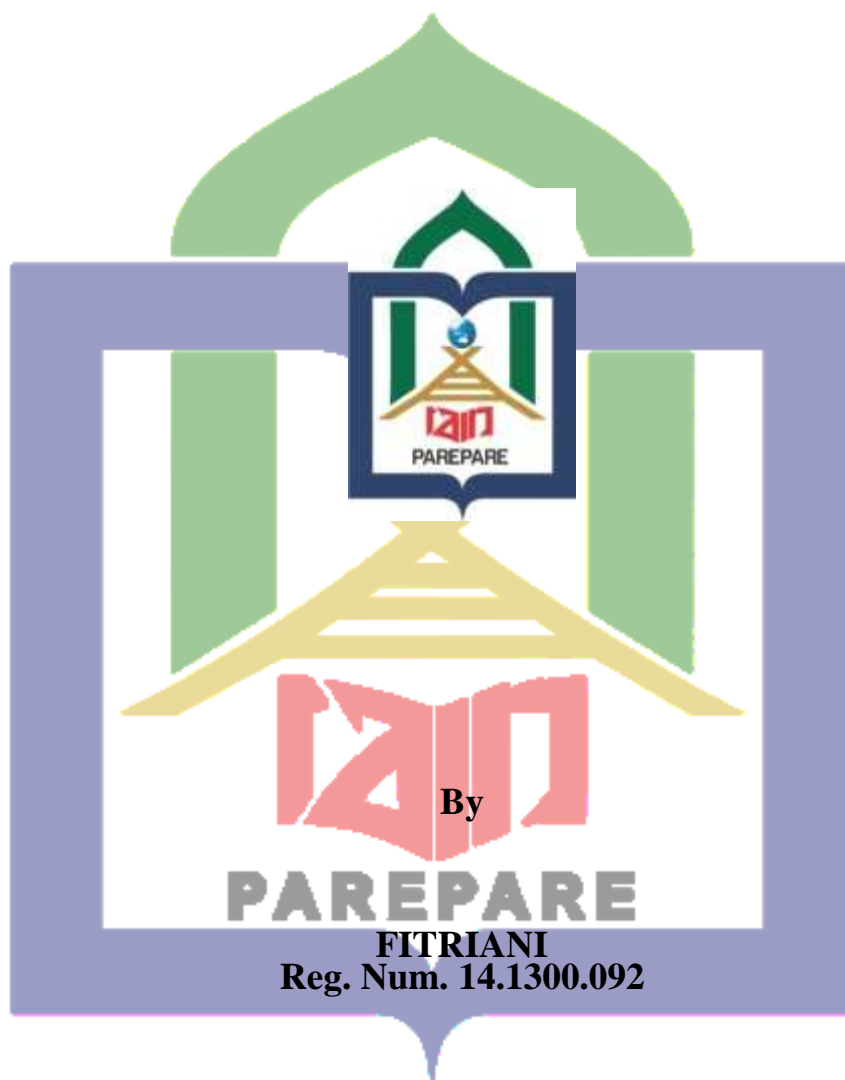


SKRIPSI

**TEACHERS' PERCEPTION OF USING ENGLISH AS A FOREIGN
LANGUAGE (EFL) TEXTBOOKS TO ACHIEVE THE ENGLISH
LEARNING OBJECTIVE OF SMKN 3 PAREPARE**

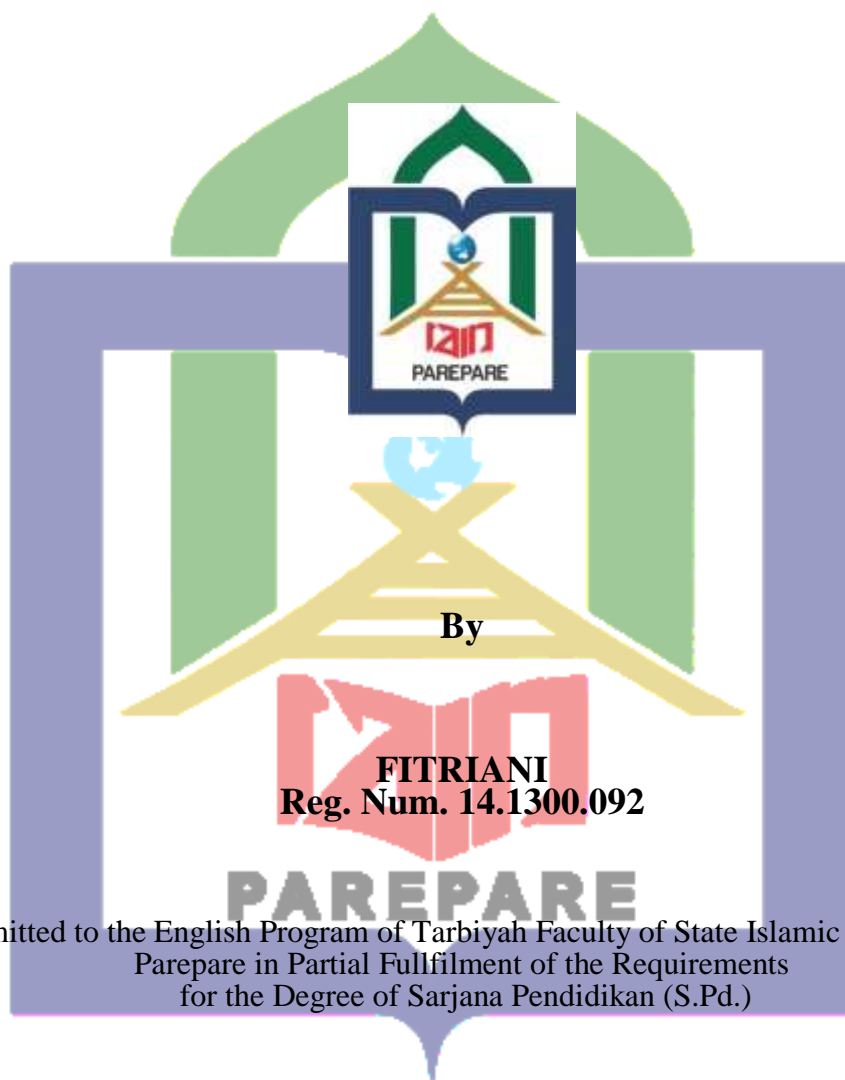


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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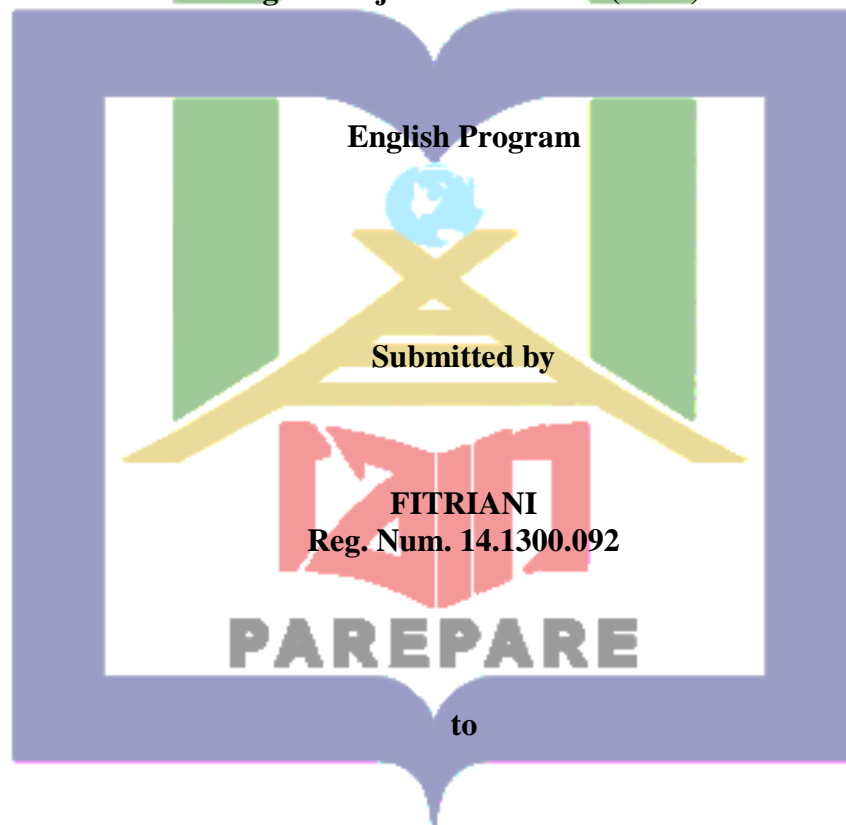
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Skripsi

**As Partial Fulfillment of the Requirements for the
Degree Sarjana Pendidikan (S.Pd.)**



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TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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In the name of Allah, The Beneficent and The Merciful

First thing first, let us express our best regard to our God Allah swt., the lord of this world, the Master of Judgment day, and the Creator of this universe who has been giving us beautiful life, long life, so the writer can finish this skripsi.

Secondly, my salawat and salam to our prophet Muhammad saw. as the King of the Great Kingdom, namely Islam then brought us from uneducated person to be educated person.

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestions and criticism.

May the almighty Allah swt., always make us be the blessed one now and on.
Amien.

Parepare, 13th February 2020

The Writer,



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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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 Study Program : English Education
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Title of Skripsi : Teachers' perception of using English as a foreign language (EFL) textbook to achieve the English learning objectives of SMKN 3 Parepare

Stated this skripsi was her own writing, and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 13th February 2020

The Writer,



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ABSTRACT

Fitriani. *Teachers' Perception of Using English as a Foreign Language (EFL) Textbooks to Achieve the English Learning Objective of Vocational School, English Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by H. Saepudin and Hj. Nanning).

This study explored how the teachers' perception, the roles in actual classroom and the teachers' problems of using EFL textbooks. The result of this study is expected to give reference and data both of teachers and stakeholder or the government via ministry of education to develop the quality of education by using textbooks. For teachers, it may help them to know what the constrain in their daily teaching, and for stakeholder, it may use to review or even to revise the curriculum fitness in textbooks according to the context or situation in the classroom.

The method of this study is mixed method design. The participant of this study consisted of 3 English teachers from 11th grade level in SMKN 3 Parepare, selected by purposive sampling. The instruments used for collecting data included questionnaires, classroom observations and semi-structured interviews.

The results of the study revealed that teachers who had pro-textbooks views believed that their teaching could not be conducted effectively without using EFL textbooks. Some of teachers expressed the opinion that the EFL textbooks should go hand in hand with supplementary teaching materials to serve learners needs. Besides, the teachers had problems with using EFL textbooks, which dramatically affect their use in teachers' classroom practice.

Keywords: Teachers' Perception, and EFL Textbooks.

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CHAPTER I

INTRODUCTION

1.1 Background

Teaching English for specific purpose in Vocational high school becomes a crucial issue at the present where the students are expected to master the English subject in order to support their career in the future. By using English, it can help students to understand the language very well. In other words, it makes them enjoyable when studying English because the teaching English is designed appropriately with their study. In addition, teaching English in vocational high school should refer to English specific purpose where the students' needs focus on communicating in their field study as universal.

According to Tomlinson, English for specific purpose is an umbrella term that conveys the teaching of English to students who are learning the language for particular work or study related reasons.¹ Moreover, teaching English for specific purpose is more emphasized to students who learn specific skill in their study and gives significant contribution in learning English toward students. It can be very useful for the learners because the teaching English refers to their specific studies and help them to realize the language.

In teaching English, one of important point is teaching material. To reach the objectives of English learning, the teacher use textbook. Textbook is one of the main materials in teaching that can help the teacher to deliver the materials. It can give significant impacts toward reaching of teaching and learning objectives. Even though,

¹Brian Tomlinson, *Developing Material for Language Teaching* (New York: Cromwell Press, 2003), p. 306.

the use of textbook can be influenced by teachers' perception. Because teachers' perception in using textbook that has been used aims to be able to know the extent of the teachers and students needs toward textbook itself, so that it can be an effective source of learning in acquiring knowledge.

Based on Shaleh and Wahab, perception is a process that combines and organizes our sensory data to be developed in such a way that we can realize around us, including our self-awareness.² So, the teacher's perception can be said as a response to a belief that is captured through a vision of a growing issues related to the world of education, then, it will form a concept in expressing desires which will then be reflected through the attitude and behavior of the object.

In reality, there is no textbook which specifically developed to fulfill the needs of specific programmed in vocational high schools. The existing English learning textbooks for vocational school is combination of materials of some main programmed. It is clear that the teachers have to have ability to teach the materials that are related to their skill programmed.

Because the important of using textbook in teaching and learning process, the researcher is interested to closely investigate the teachers' perception of using EFL textbooks to achieve English learning objective of SMKN 3 Parepare.

1.2 Problem Statement

Based on the background of the research, the problem statements of this research formulate as the following:

²Abdul Rahman Shaleh and Wahab, *Psikologi Suatu Pengantar (Dalam Perspektif Islam)* (Jakarta: Kencana Prenada Media Group, 2004), p. 88.

- 1.2.1 What are the teachers' perceptions of using EFL textbook to achieve the English learning objectives of SMKN 3 Parepare?
- 1.2.2 How do teachers use EFL textbooks in actual classrooms to achieve the English learning objectives of SMKN 3 Parepare?
- 1.2.3 What problems do teachers encounter while using EFL textbooks to achieve the English learning objectives of SMKN 3 Parepare?

1.3 Objective of the Research

Based on the problem statement of the research, the objectives of the research are:

- 1.3.1 To investigate the teachers' perception of using EFL textbooks to achieve the English learning objectives of SMKN 3 Parepare.
- 1.3.2 To know the roles of using textbooks in actual classrooms to achieve the English learning objectives of SMKN 3 Parepare.
- 1.3.3 To identify the teachers' problems in using EFL textbooks to achieve the English learning objectives of SMKN 3 Parepare.

1.4 The Significance of the Research

The significance of study addresses to several parties in the area of English language teaching such as English teacher, English language researcher, and the government via ministry of Education as well as national standard department.

1.4.1 English Teachers of Vocational High School

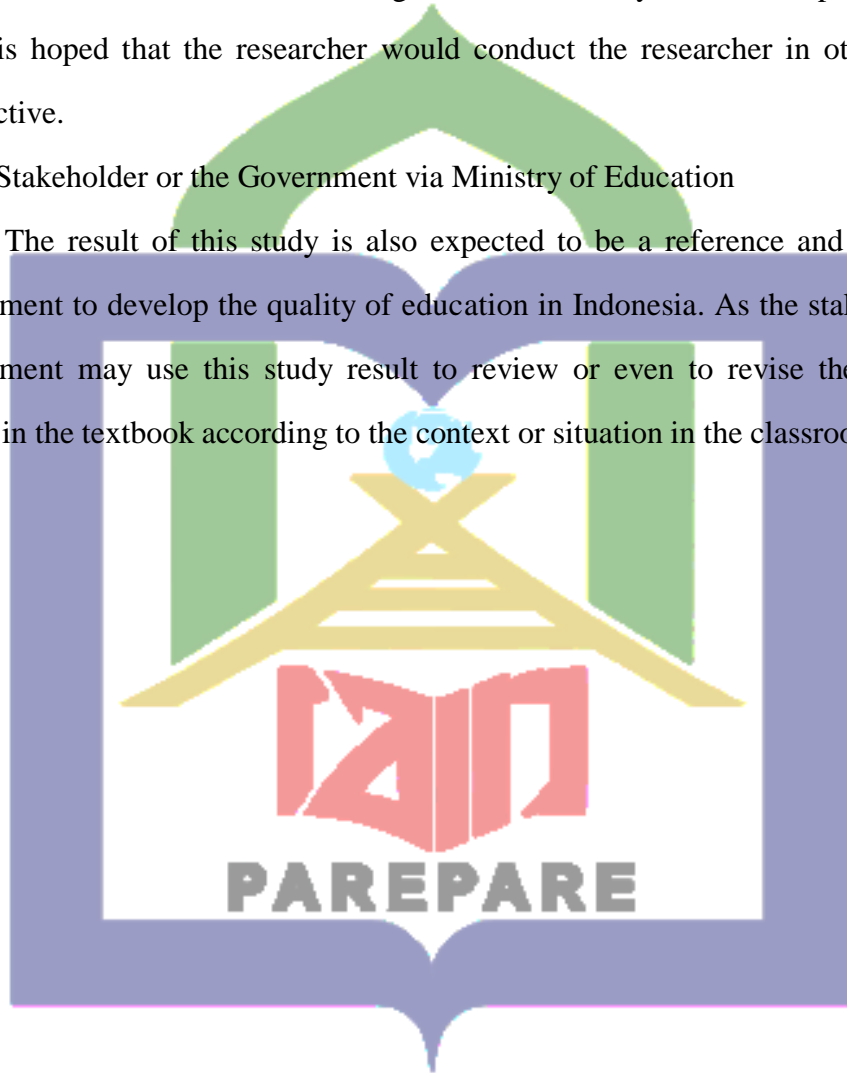
The research result is expected to help English teachers as the user of the textbook to know what the constrained in their daily teaching.

1.4.2 English Language Researcher

This research is also expected to become a reference for the upcoming researcher in the area of textbook. In the hope that the future researcher would be more creative and innovative in doing research, not only stick in the previous ways, but it is hoped that the researcher would conduct the researcher in other different perspective.

1.4.3 Stakeholder or the Government via Ministry of Education

The result of this study is also expected to be a reference and data for the government to develop the quality of education in Indonesia. As the stakeholder, the government may use this study result to review or even to revise the curriculum fitness in the textbook according to the context or situation in the classroom.



CHAPTER II

LITERATURE REVIEW

2.1 Previous Related Research Findings

There have been some studies about textbook evaluation, either focusing on the textbook content or the textbook user. The following explanations are some of them which have been conducted to be a final requirement of thesis and as international journal.

Masyhudi Latif, in his research entitle “*An Evaluation of English Textbook for the Eight Graders of Junior High School*”, has conducted a textbook evaluation by combining two ways (Internal evaluation—evaluating the coverage, introduction, table of content, and the of the textbook, and also external evaluation – evaluating the textbook materials including tasks and exercises). This research includes as a qualitative research, in the type of content analysis. He examined two English textbook which are used in school as additional textbook by teacher. His research result showed that the books have fulfilled the criteria of a good textbook by achieving the average fulfilment score of 80% with the fulfilment score of 83% for relevance of materials to the curriculum, 86% for material accuracy, 71% for supporting learning material, 87% for language appropriateness, 100% for presentation technique, 80% for teaching and learning technique, and 60% for presentation over coverage.³

Similarly, Puji Sumarsono, Masyhud, Agista Wardhani, dan Rafika Rabba Farah, analyzed an English textbook entitle “*The Development of Authentic English*

³Masyudi Latief, “An Evaluation of English Textbook for the Eight Grade of Junior High School” (Undergraduated Thesis; Faculty of Language and Art: Jogjakarta, 2015), p.164.

Language Teaching (ELT) Textbook of Vocational School”, found that the suitable materials of topics for the authentic English textbook for the department of at automation and management office are press release, advertisement or announcement, business letter, personal letter, job vacancy, proposal, report, employment agreement, company profile, and MoU. Those materials were presented as reading materials in the authentic material book. Later they were expanded to writing and speaking materials, the researchers developed writing news, advertisement, a business letter, personal letter, report, a letter of employment agreement, company profile and MoU. While, in speaking materials, the researcher included..., promoting product, telephoning, questioning and clarifying, job interview, presenting a chart, delivering a report, and master of ceremony. Each material presented in writing and speaking materials is the prolongation of the reading materials which were put in series.⁴

Additionally, M. Monjurul Islam, in his research entitle “*An Evaluation of the English Textbook from Teachers’ Perspective*” evaluated about the textbook appropriateness from the teachers’ point of view. He used quantitative method showed that the degree of evaluation from the teachers are not to significant in the its differences (moderate).⁵

Based on the research finding above, the researcher have concluded that using of textbook is most important in learning process. Nonetheless, there have been few studies regarding the roles of textbooks in teachers’ perceptions of teaching and learning. But, this researcher is different from the aforementioned research findings in

⁴Puji Sumarsono, Masyhud, Agista Wardhani and Rafika Rabba Farah, “The Development of Authentic English Language Teaching (ELT) Textbook of Vocational School” (International Journal of English Research: November, 2017), p. 30.

⁵M. Mounjurul Islam, “An Evaluation of English Textbook from Teachers’ Perspective” (International Journal of English Language education: September, 24th 2017).

terms of substance and methodology. In terms of substance, this research contains the roles of using textbooks accordance with curriculum in teachers' perception of teaching and learning. And in terms of methodology, this research using the mixed method design to know the potentials and limitations of the using textbooks in teachers' perception of teaching and learning process. Because of that, this research is hope may help to fulfill the criteria of a good textbook and the content have to help the learners to understand at easier the material.

2.2 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variables of the research.

2.2.1 The English Learning Objective

2.2.1.1 The Concept of English Learning Objectives

In Indonesia, the implementation of the 2013 curriculum is implemented since the academic year 2014/2015. In Permendikbud RI No.160 Tahun 2014, about the enforcement of the 2006 curriculum (KTSP) and the 2013 curriculum, it is stated that especially, for schools that have implemented the 2013 curriculum since the academic year 2014/2015, the implementation of the curriculum will be stopped and the 2006 curriculum (KTSP) will be re-implemented.⁶ But, at the same time. Piloting schools are encouraged to continue the implementation of the 2013 curriculum.

On these ages of 2014-2019, students are very an active in finding out who actually they are. They will search from many sides and point of view. They will also want to show to others that they have ability, responsibility, and adult-like. These can

⁴Peraturan Menteri Pendidikan dan Kebudayaan RI No. 160 Tahun 2014 "Tentang Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013" (Jakarta: Permendikbud, 2014).

be seen from their attitude and aptitude. They are critical and creative. They do not like to be treated as children, that everything is constructed and fully protected.

In vocational high school, the subjects are more specific and practical. They are related with the future job. The portion of the lesson is much more on the practice than on the theory. Students are prepared to have skills in work, not continue to higher level. Students are trained with many practical lessons both in class and in industry.

Related to English subject as one of important components in the spectrum of the 2013 curriculum, it has a goal to develop the ability of students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for vocational high school is an adaptive subject, which is aimed to prepare students to master the knowledge and skills of basic English that support skills competence achievement in the program of study, and to apply the mastery of English skills in oral and written communication on advanced level.⁷

2.2.2 Teachers' Perception

2.2.2.1. Definition of Perception

The concept of perceptions varies from person to person and it has been defined differently by many theorists. The following are some experts' conceptions of perception upon which the current study is based.

According to Walgito, perception is a process that is preceded by a sensing process, which is the process of receiving a stimulus by an individual through a

⁵Peraturan Menteri Pendidikan dan Kebudayaan RI No. 64, 2013 "Tentang Standar Isi Pendidikan Dasar dan Menengah".

sensory device or also called a sensory process.⁸ Because of that, the perception process cannot be separated from the sensing process and the sensing process is a precursor process of the perception process.

Desmita, perception is a process of using knowledge possessed to obtain and interpret stimuli received by the human sensory system.⁹ Based on Shaleh and Wahab, perception is a process that combines and organizes our sensory data to be developed in such a way that we can realize around us, including our self-awareness.¹⁰

In view of the existing literature, the researcher defines perceptions as the combinations of beliefs, feelings about persons, attitudes and opinions, which, in terms of the study, reflect how teacher see, feel about or understand the use of English textbooks.

2.2.2.2 Teachers' Perception

In the field of ELT professionals, the significant role of teachers' perception has been identified in many ways. According to Yu, teachers' perceptions influence what teachers do both inside and outside the classroom.¹¹ Teachers therefore need to be cautious about their beliefs about teaching and learning. Barcelos, agrees that language teachers' perceptions influence what they do in classrooms.¹² It relates to

⁸Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Press, 2005), p. 99.

⁷Desmita, *Psikologi Perkembangan Peserta Didik* (Bandung: PT. Remaja Rosadakarya, 2014), p. 118.

¹⁰Abdul Rahman Shaleh and Wahab, *Psikologi Suatu Pengantar (Dalam Perspektif Islam)* (Jakarta: Kencana Prenada Media Group, 2004), p. 88.

¹¹Yu, "Perception, Practice, and Progress-Significance Scaffolding and Zone of Proximal Development for Second or Foreign Language Teachers" (Asian EFL Journal, 2004).

¹⁰Barcelos, "Understanding Teachers' and Students' Language Learning Beliefs in Experience" (Unpublished Doctoral Dissertation; University of Alabama, 2000).

how teachers deal with shortcomings in their teaching situations. Moreover, Pedersen and Liu, assert that decisions teacher make and actions teachers take in the classrooms depend entirely on their beliefs or perceptions.¹³ This means that perceptions are generally a basis for teachers to form judgements or to make decisions. According to Kurniawati, teacher's beliefs are tools for understanding more about their practice and values in teaching.¹⁴ When uncovering teachers' belief or exploring teachers' mental experiences, factors underlying teachers' actions can be covered thus illuminating an understanding of language teaching from the perspective of teachers.

In brief, teachers' perceptions play a crucial role in teaching and learning processed due to the fact that they not only influence teachers' actions and teachers' decision making but also provide significant insight into many aspects of education.

2.2.3 EFL Textbooks

2.2.3.1 Definition of Textbook

In the world of English language teaching, the term textbooks and coursebooks is interchangeably used. Nevertheless, some EFL experts define textbooks as a set instructional material of English taught as subject matter at school. Further, they are also specifically designed for specific target audiences in specific context. For instance, textbooks are generally used in a specific educational context throughout the country. While textbooks refer to materials used in teaching English as a subject matter in a specific educational context, coursebooks are specifically

¹³Pederson and Liu, "Teachers' Beliefs about Issues in the Implementation of a Student-Centered Learning Environment" (Educational Technology Research and Development, 2003).

¹²Kurniawati, "Teachers' Use of Textbooks in Teaching and Learning Processes" (Unpublished Master's Thesis; Universitas Pendidikan Indonesia, 2006).

developed for generalized target groups utilized in both English as well as non-English speaking countries.

Textbook is defined as a manual of instruction in any branch of study which is produced according to demands of educational Institution.¹⁵ For some situation, the textbook is served as the basis for much of language input learners receive and the language practice occurs in the classroom.¹⁶ There are some issues talking about textbook and course book on its differentiation. It is defined that textbook refers to the material used in teaching English as the subject matter in specific educational context, while course book is specifically developed for generalized target groups in both English and non-English speaking country. According to Professor Jack C.Richard that he did not differentiate those terms (textbook and course book) because they are used inter changeably.

A textbook provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such as book usually includes work or grammar, vocabulary, pronunciation, function, and the skill of reading, writing, listening and speaking.¹⁷

As one of learning resource used in school, textbook is then considered as learning supporter to either teacher and students. Even though, textbook's position in today's era looks so conventional or even traditional, but still it is able to give contribution especially for some schools that still out of reach of technology or modernization.

¹⁵ "Textbooks" (*Wikipedia the Free Encyclopedia*: www.wikipedia.com: February 28th 2017).

¹⁴ Brian Tomlison, *Materials Development in Language Teaching* (United Kingdom: Cambridge University Press, 1998), p. 9.

¹⁷ Brian Tomlinson, *Materials Development in Language Teaching*, p. 9.

Textbook, however, should be appropriate to the teaching environment (English and non-speaking English environment). Because choosing a text that is not appropriate to the teaching environment is a recipe for failure for both teacher and students. It is also should fit the learners' necessity in order to lead their curiosity in learning English and being autonomy learner. Then given fact says that textbook often claim too much for itself, for example by purporting to be suitable for all students at all levels.¹⁸ As the result, it has become a gap in which the textbook become something to be endured rather than enjoyed or used effectively.

As the teaching material, textbook provides useful guidance and gives learners enough autonomy. It has a good number of positives sides for teachers and learners. Nevertheless, it is undeniable that the lacks or negative sides cannot be also separated. Some of them are the un ableness of the textbook to fulfill the individual demand of students, not interesting, easy for teachers so it leads to boredom on learners.¹⁹

In short, textbooks are learning materials specifically designed for specific educational setting in order to be used throughout the country. Textbooks are seen beneficial in teaching and learning process for several reasons. First, they provide a guideline or a map to be followed during a lesson. Second, textbooks provide a statement of believed comprising theories, principles, or approaches as a framework for developing a course. Next, they also provide both input and output of language for the students which will facilitate language acquisition process.

¹⁸Leslie E.Sheldon, *ELT Textbook and Materials* (Oxford: The Eastern Press Ltd, 1987), p. 10.

¹⁹M. Monjurul Islam, "An Evaluating of English Textbook from Teachers' Perspective" (International Journal of English Language Education, September 24th 2017).

2.2.3.2 The Characteristic of EFL Textbooks

Many scholars indicate that textbooks seem to be the main teaching resources in EFL classrooms. Patricia Byrd, claims most teachers depend on textbooks often as a required tool, because they provide content and activities that shape what happens in the classroom.²⁰

Gonzales, says that textbooks become an alternative for three main reasons: they are apparently eclectic alternative to save time and money. They include pictures and graphic materials that may be more efficient than the teacher's descriptions, and they contain all kinds of objects that maybe difficult to bring into the classroom.²¹ EFL textbooks are indeed, a major necessity for most teachers, because the bulk of them feature an eclectic approach based on the current theories proposed by communicative trends. For instance, task-based approach engages learners in problem solving tasks. Content-based approach also offers opportunities to deal with interesting topics and subject matter, rather than coping with grammar-oriented lessons. Moreover, collaborative learning encourages students to work in groups, as an ideal way to exchange information socially and meaningfully.

According to Richards and Rodgers, textbooks are designed in such a way that their tables of contents suggest a gradual development of language forms and function, going from the most basic to the most complex.²² All these approaches and features are intended to develop the use of communicative language. However,

¹⁸P. Byrd in M. Celce Murcia, "Teaching English as a Second Foreign Language" (International Journal of English Language Education, 2001), p. 415.

²¹Gonzales, "On Materials Use Training in EFL Teacher Education" (International Journal, 2006), p. 104.

²²J. C. Richards and T. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge University Press, 2006), p. 14.

despite considerable effort on the part of text designers, editors, and publishing houses, a range of grammar-oriented activities and mechanical practice continues to prevail. As a first step, it is crucial to differentiate the three main types of language practice found in most English instructional materials, according to Richards:

2.2.3.2.1 Mechanical practice refers to controlled activities that involve repetition and substitution drills. They are designed to practice the use of particular grammatical items. In many textbooks, this practice demands sentence completion (usually with grammar activities in isolation), but lacks authentic language negotiation.

2.2.3.2.2 Meaningful practice refers to activities in which language still is controlled and students are required to make meaningful choices when carrying out practice.

2.2.3.2.3 Communicative practice embodies those activities in which language is not totally predictable. Language production at this level is more spontaneous and authentic, because meaning negotiation takes place within a real communicative context and real information is exchanged.²³

These three types of language practice essentially define the kinds of activities often featured in communicative textbooks. All three are expected to be included in the methodological sequence of the various units that constitute English textbook, mainly because students need to go through a process of controlled practice, by first working on easy guided mechanical activities, before eventually reaching a degree of free language practice that embraces communicative interaction.

²³J. C. Richards, *Communicative Language Teaching Today*, p. 15.

2.2.3.3 Textbooks Curriculum in Language Learning

Curriculum always play an important role in our educational system. It is a set of some procedures that are carried out for achieving some goals. The procedures involve the learning material which is prepared for the learner in systematic construction and is implemented on students to get some desired goals or outcomes for them.²⁴

It is not enough just to define cognitive components of knowledge; we must also be aware of attitudes and values that may be transmitted, intentionally or unintentionally, through education teaching materials. We have to ask ourselves how we can make textbook authors and teachers conscious of what values they are transmitting.²⁵

It said that textbook is one of the important things that should be tested and evaluated at process level of evaluating curriculum. It is then considered as an important aspect in many developing countries. One major requirement for this way is the need analysis for evaluating textbook. Textbooks as the chosen curriculum is considered at the core of scholastic accomplishment because it offers apprentices, can perform many functions like they can offer different ways in which anything can be taught using their contents.²⁶

2.2.3.4 The Role of Textbook

Textbook's role in our educational system has not been questioned anymore. It provides a lot of advantages for either teachers or learners. For one situation,

²²Syed Kasim Shah, Shahista Hassan, and Wajiha Iqbal, "Evaluating of Textbook as Curriculum"; English for 6 and 7 Grades in Pakistan (International Journal of English Language Education: September, 5th 2015).

²³UNESCO, "Guidelines for Curriculum and Textbook Development in International Education" in the preface of Kaisa Savolainen (August, 29 2017).

²⁴Syed Kasim Shah, Shahista Hassan, and Wajiha Iqbal, "Evaluating the Textbook as curriculum".

textbook may serve primarily to supplement the teacher's instruction. For learner, it may provide the major source of contact they have with language apart from input provided by teacher.

Hutchinson and Torres argue that textbook serves as an agent of change because it may allow negotiation between all related parties who create a framework for manage the lesson, offer a flexible framework in which informed choices that can be made by teachers, and so on.²⁷ Richards and Renandya have also listed two function of textbook in the classroom, textbook is seen as a means of compensating the teachers' deficiency in the classroom and ensuring that the syllabus has been covered by using appropriate tasks and activities.²⁸

The following are some of the principle advantages and limitation of textbook proposed by Jack C. Richard. First, providing structure and a syllabus for a program, means it becomes a central core of program and the learner may not receive a syllabus that has been systematically planned and developed. Second, help to standardize instruction, means that textbook may ensure that the students in different classes receive similar content. Third, maintains quality, for a well develop textbook used by students is exposed to material that have been tried and tested, based on sound learning principles, and is paced appropriately. Fourth, it provides as variety of learning sources means that textbook is often accompanied by other learning materials such as CDs, videos, workbooks, etc. Fifth, it is efficient, means that textbook can save the teacher's time, enable teacher to devote time for teaching rather than material's production. Sixth, it can provide effective language models and input,

²⁷Tom Hutchinson and Eunice Torres, "The Textbook as Agent of Change" (English Learning and Teaching Journal: Oxford University Press, October 1994), p. 327.

²⁸Jack C. Richards and Willy Renandya, *Methodology in Language Teaching*, p. 80.

means that textbook can provide support for teacher whose first language is not English and who may not be able to generate accurate language input on their own. Seventh, it can train teacher visually, means teachers have limited experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training. And the last advantage is visually appealing, means that commercial textbooks usually have high standards of design and production and hence is appealing to learners and teachers.²⁹

According to Graves mentioned in Dragana, some most frequently stated advantages of using textbook that are: It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order, provides security for students because they have a kind of road map of the course; they know what to expect and they know what is expected to them, provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials, provides teacher with a basis for assessing students' learning. Some textbook include tests or evaluation tools, may include supporting materials (teachers' guide, CD, worksheet, and video), and provides consistency within a program across a given level, if all teachers used the same textbook. If textbook follow a sequence, as within a series, it provides consistency between levels.

Beside the advantages on textbook that has been explained above, it also has some potential negative effects. First, it may contain inauthentic language, textbook sometimes present inauthentic language since texts, dialogs and other aspects of

²⁹Jack C.Richard, *Curriculum Development in Language Teaching*, p. 254-255.

content tend to be specially written to incorporate teaching points and is often not representative of real language use. Second, it may distort content where textbook often present an idealized view of the world or fail to represent real issues. Third, it may not reflect students' need. Since textbook is often written for global markets, they often do not reflect the interest and the needs of the students and hence may require adaptation.³⁰

2.2.3.5 The Criteria of Good Textbook

For gaining the aspect of what is being evaluated, the evaluator should comprehend some important points that may show the picture of good textbook. This is crucial to be found out in order to create relating instruments. Some experts have proposed several criteria about the good or ideal textbook. Riddell proposes five criteria of good textbook. First, textbook should be written by experienced teachers. Second, they should be appropriate to the students' level. Third, textbook should be visually appealing and well laid-out. Fourth, they should contain thought provoking issue to challenge the students. Finally, they should have varied and balanced language works, skill work, pronunciation, etc.³¹

Bryd in Celce Murcia also argues about three components that textbook should fit with it. These include the fit between curriculum and text, the fit between teachers and text, and the fit between students and text. The first aspect, the fit between curriculum and texts, means that textbook have to consider the aspect of the curriculum in the broader and smaller education context. The fit between teachers and

²⁸Dragana M. Gak, "Textbook: An Important Element in The Teaching Process" (International Journal, February, 20th 2017).

³¹Riddell, "Teaching English as a Foreign Language" (International Journal: New York, 2003).

texts means that textbooks should contain four aspects, meaningful content, usable examples, double and varied tasks and presentation of textbook. The last aspect, the fit between students and texts is related to four aspects namely interesting contents, appropriate examples, varied tasks and presentation.³²

In other book, explained that the teachers should try to follow these 4 stage procedures: The first, analysis, the teacher can look through the various books on offer, analyzing each for answer to the question on the next page. It helps to have a chart to write down the answers for this so that the information is clearly displayed. The second stage, piloting, by far the best way to find a book's strengths and weakness is try it out with a class, seeing which lessons work and which don't. if teachers are teaching more than one group at the same level, they may want to teach two different books to compare them. The third, consultation, before choosing a book, teachers should try and find out if any of their colleges have used the book before and how well they got on with it. Through discussion, they can get an idea about whether or not the book is likely to bright for them. And the last, gathering opinions, anyone who might have an opinion on the book a worth speaking to, from the publisher and bookshop owners, to colleges and friends. It is also a good idea to let students look through the book and see how they react to a first sight of it. If they express a preference which you agree with, they are likely to be more committed to

³⁰P. Byrd in M. Celce Murcia, "Teaching English as a Second Foreign Language" (International Journal of English Language Education, 2001).

the textbook.³³ Although choosing textbook is an important step, it was a teacher does with such a book once it has been selected that really matter.³⁴

Table 1. The Criteria of Good Textbook

Area	Questions to Consider
Price	How expensive is the textbook? Can the students afford it? Will they have to buy an accompanying workbook? Can they afford both? What about the teacher, can he or she pay for the teacher's book and tapes?
Availability	Is the course available? Are all its components (students' book, teacher's book, workbook, etc.) in the shops now? What about the next level (for the next term or semester)? Has it been published? Is it available?
Layout and Design	Is the book attractive? Does the teacher feel comfortable with it? Does the student like it? How use friendly is the design? Does it get in the way of what the book is trying to do or does it enhance it?
Methodology	What kind of teaching and learning does the book promote? Can the teachers and students build appropriate from it? Is there a good balance between study and activation?
Skills	Does the book cover the four skills (speaking, reading, listening and writing) adequately? Is there a decent balance

³³Masyudi Latif, "An Evaluation of English Textbook" (Undergraduate Thesis; Faculty of Language and Arts: Yogyakarta, 2015), p. 21-22.

³⁴Jeremy Harmer, *How to Teach English* (Cambridge: Cambridge University Press, 1998), p. 119.

	between the skills? Are there opportunities for both study and activation in the skill work? Is the language of the reading listening text appropriate? Are the speaking and writing tasks likely to engage the students' interest?
Syllabus	Is the syllabus of the book appropriate for your students? Does it cover the language points you would expect? Are they in right order? Do the reading and listening texts increase in difficulty as the book progresses?
Topic	Does the book contain a variety of topics? Are they like engage the students' interest? Does the teacher respond to them well? Are they culturally appropriate for the students? Are they too adult or too childish?
Stereo typing	Does the book represent people and situations in a fair and equal way? Are various categories of people treated equally? Is there stereo typing of certain nationalities? Does the book display conscious or unconscious racism or sexism?
Teacher's guide	Is there a good teacher's guide? Is it easy to use? Does it have all the answer the teacher might need? Does it offer alternatives to lesson procedures? Does it contain a statement of intention which the teacher and students feel happy with?

2.2.3.6 Using Textbook

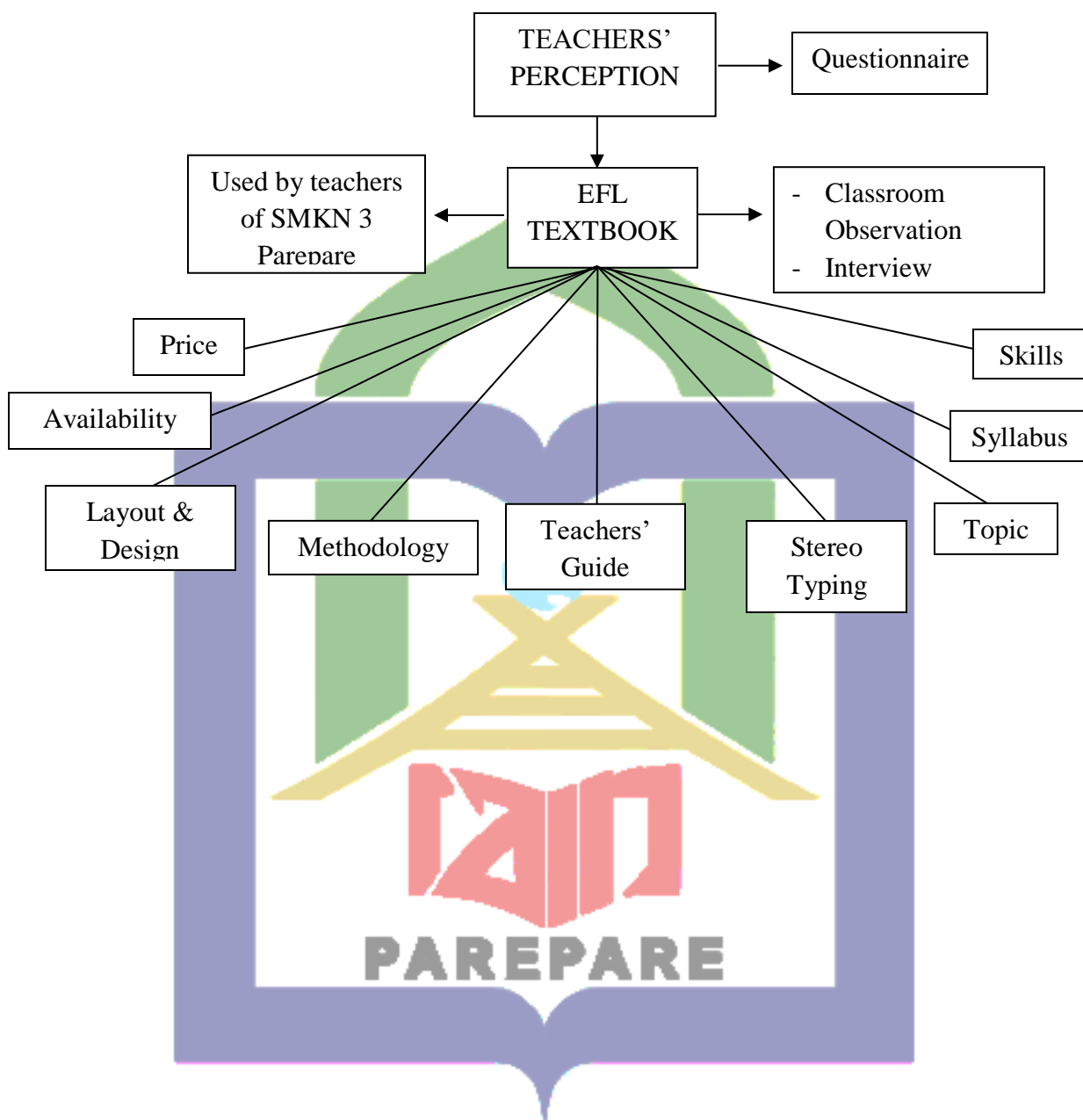
Usually, in education environment, some of teachers have poor opinion of textbook. They said that feel boring, stifling for both teacher and students and often inappropriate for the class in front of them. Cause that, the teacher takes decision to teach without textbooks altogether. Its which may will be of benefit to their students if, and only if, the teacher has the experience and time to provide a consistent programmed of work on his or her own and if she or he has a bank of materials to back up the decisions that are taken.

Despites these worries about the dangers of the textbook use, it should be pointed out that students often feel more positive about textbook. It allows to them to look forward and back, giving them a chance to prepare what's coming and colorful than in the old days. And for teachers, textbook have a consistent syllabus and vocabulary will have been chosen.³⁵

2.3 Conceptual Framework

The following is the framework of the researcher. The textbooks used by the teachers of SMKN 3 Parepare to teach their students, which is proposed by the government. The textbooks need teachers' perceptions in identifying and analyzing textbook accordance with the book's standard, such as price, availability, layout and design, teachers' guide, skills, syllabus, topic, stereo typing, and teachers' guide. It was identified by using questionnaires for quantitative, classroom observation and semi-structured interviews for qualitative data.

³⁵Jeremy Harmer, *How to Teach English*, p. 117.



CHAPTER III

METHOD OF RESEARCH

This part describes the description of the research design, location of the research, population and sample, instrument of research, procedures of data collection and technique of data analysis.

3.1 Research Design

In order to be able to explicitly answer the research questions, the researcher employed characteristics of the mix method and case study design. As explained by Creswell, a mixed-method design is a method whereby the researcher collects, analyzes, and integrates both qualitative and quantitative data in a single study or in multiple studies.³⁶ In this study, the researcher applies both quantitative and qualitative methods to gather, analyze and interpret data within a single case study.

3.2 Location and Duration of Research

The location of the research took a place at SMKN 3 Parepare. It was located on Karaeng Burane Street, Parepare city. The researcher used round one month for collecting the data.

3.3 Population and Sample

3.3.1 Population

The population of this research was the English teachers of SMKN 3 Parepare in academic year 2019/2020.

³⁶Cresswell J.W., *Research Design: Qualitative, Quantitative, and Mixed Method Aproaching* (London: United Kingdom, 2014), p. 221.

3.3.2 Sample

The sample took by using purposive sampling. The researcher took all of the English teachers who have taught for 7 years in 11th grade level at SMKN 3 Parepare.

3.4 The Instrument of the Research

This research instruments employed in this study included questionnaires for quantitative data, and classroom observations and semi-structured interviews for qualitative data.

3.4.1 Questionnaire

According to Mc Millan and Schumacher, a questionnaire is a common technique for collecting data and it is used to elicit reactions, attitudes or beliefs.³⁷ Therefore, the researcher decides to apply a questionnaire as the primary tool for collecting data on the perceptions of teachers. The questionnaire allowed participants to share their beliefs, attitudes, and opinions demonstrating their perceptions toward English textbooks. The questionnaire consisted of two main parts, background information and teachers' perception of using English textbooks. The first part was background information, it contained 6 items design to give information on the backgrounds of teachers concerning factors such as gender, educational background and teaching experiences. The second was teachers' perceptions; this section consisted of 35 items dealing with the evaluation and roles of textbooks. A Likert Scale, ranging from 1-5, is employed to reflect participants' level of agreement with a list of statements. The mean value is classified into: 5) strongly agree, 4) agree, 3) neutral, 2) disagree, and 1) strongly disagree.

³⁷Mc Millan and Schumander, *Research in Education: A Conceptual Introduction* (New York: Longman Press, 2001), p. 273.

3.4.2 Classroom Observation

Classroom observation is carried out to obtain authentic data on how teachers used textbooks in their classroom practice. Merriam explains that an observation helps an observer to notice things that have become routine and that lead to understanding in context.³⁸

In this study, the researcher decided to observed classes to gathered deeper data. Entire lessons conducted by each participant, was observed. The classroom observation protocol is used as a guide to facilitate the researcher in effectively noticing and recording classroom events.

3.4.3 Semi-Structured Interview

De Marrais, defines an interview as a process in which a researcher and participant have a conversation about issues regarding a research study.³⁹ By using interviews, the researcher was able to understand how participants interpret a situation or an issue in a way that cannot be achieve through observation.⁴⁰ An interview is, therefore, a useful tool which provided additional information missing in observation. It also used to check the accuracy of observation. The researcher therefore decided to employ the semi structured technique. By this form of interview, the researcher gained deeper answers and crosscheck the accuracy of observational data.

³⁸Sharan B. Merriam, *Qualitative Research; A Guide to Design and Implementation (3rded)* (San Francisco, 2009), p. 21-38.

³⁹Kathleen De Marrais, "Qualitative Interview Studies: Learning through Experience". (International Jounal, 2004), p. 20.

⁴⁰Sharan B. Merriam, "Qualitative Research; A Guide to Design and Implementation" (3rded), p. 21-38.

3.5 Procedure of Data Collection

The data collected by using a mixed-method design (questionnaire, classroom observation, and semi-structured interview). The researcher implemented the techniques with the three English teachers of SMKN 3 Parepare.

For quantitative analyze, the teacher participants was asked to response to the questionnaires by putting a mark in a box containing one of following categories: 5) strongly agree, 4) agree, 3) neutral, 2) disagree, and 1) strongly disagree.

The qualitative analyze consisted of classroom observation and semi-structure interview. Classroom observation was carried out three times with each teacher participant. The observation was conducted only after each teacher participant has completed the questionnaire because responses from questionnaires would be involved in determining what the researcher needed to observe in the classrooms. The role of the researcher was a non-participant observer because the researcher doesn't become involve in teaching and learning processes but instead use classroom observation protocol as an instrument to gather data which is a detail and concrete as possible. Video recording of classes is also used to provide a more explicit and reliable recorded of what happen in the classroom. Finally, a semi-structured interview was conduct in order to get more insightful answers and to complement data from questionnaires and classroom observations. Each teacher participant is individually interview with open-ended questions at different times. The language used in the interview was Indonesian and English. Each interview took approximately 20-30 minutes depending on teacher participants' answer. The whole interviews were record and transcribe later.

3.6 Data Analysis Technique

The data gained from the questionnaires, the classroom observations, and the semi-structured interviews were analysis and merge to fulfill the objectives of the study. First, the responses of questionnaires would analyzed by using means and standard deviations. Second, the qualitative data gained from the observations are analysis based on Merriam's ideas as follows.⁴¹ The process was begun with transcribing of data from video recording into text. Then the researcher red through the written data from observation protocols and the transcribe data from the video recordings in order to made notations (category construction) which are relevant to the answering of the research questions. After that, the researcher put similar notation into groups or categories and differentiate each category by giving its names. Finally, the sort data in each category is interpreted. The researcher used the same process to analysis data from the interviews. Finally, the results from the questionnaires, classroom observations and semi-structured interviews were combines and merge to answer the research question.

⁴¹Sharan B. Merriam, *Qualitative Research; A Guide to Design and Implementation* (3rded), p. 21-38.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

As the last stage of the research, finding becomes the most awaited and crucial part. Before this section, the researcher first of all reduced the data from the questionnaires, observations, and interviews. The followings are the findings of this research.

4.1.1 Teachers' Perceptions

The data from questionnaire is claimed to answer the first problem statement of this research, is the teachers' perception of using EFL textbooks to achieve the English learning objective. It is more detailed explanation about the roles of using EFL textbooks such as price, availability, layout and design, methodology, skills, syllabus, topic, stereo typing, and teachers' guide.

4.1.1.1 Price

Generally, textbook is used as instructional material in learning and teaching process. But, in choosing textbooks is not easy. The teachers have to choose accordance with the books' standard, especially for vocational school. Firstly, the teachers have to know the price. Is the price of EFL textbook reasonable both of teachers and students? Based on the questionnaire, the teachers agreed that the price of EFL textbooks is reasonable.

4.1.1.2 Availability

After the price, the teachers have to check the availability of the EFL textbooks. Are the EFL textbooks easy to found? What about the next level? By seeing the questionnaire, the teachers agreed that the EFL textbooks are easy to

found, in the shop and the school library. For next level or semester, is also in the library, so the students can learn and borrow it.

4.1.1.3 Layout and Design

The layout and design of EFL textbook is very important, because, it can be an attraction for someone to read it. Besides, both of teachers and students can feel comfortable. Based on the questionnaire, most of the teachers agreed that the layout and design were an attractive and easy to read. So the students

4.1.1.4 Methodology

Based on the questionnaire, the teachers agreed that the methodology of the EFL textbook is quite good. The approach recommended is educationally and socially acceptable, then, it provides adequate activities and practice.

4.1.1.5 Teachers' Guide

All of the teachers agreed that the EFL textbook is guidelines for them. Not only that, they regarded the EFL textbook as framework and source of direction. It provides adequate guidance for the teacher, not too heavy preparation load, because in the EFL textbook, there are clear instructions so both teachers and students are easy to understand the materials.

4.1.1.6 Stereo Typing

For stereo typing, the teachers regarded that the EFL textbook can represent people and situation in a fair because there are some topics contained about daily activities, and there are also foreign culture in the textbook.

4.1.1.7 Topic

For teachers' participants, they agreed that the topics presented in the EFL textbooks are interesting for their students, not only interesting, but also motivating. Because, there are several topics related to daily activities even about religion. They believed that the topics are something very common and always repeated.

4.1.1.8 Syllabus

The teachers regarded that EFL textbook serves as a syllabus. It can help them to plan their daily instruction, because it covers the language points, and the subjects and contents are relevant to the school curriculum. So that, it can serve as a source of assessment items, an essential source for both teachers and students.

4.1.1.9 Skills

The teachers agreed that the EFL textbook covers the four skills of language (speaking, reading, listening and writing). In the EFL textbook, there are varieties of topics and tasks provide for different learner levels, learning styles, and interests. Even though, the subject and contents are relevant with the learners' need. At least, the EFL textbook does not have a cassette or cd for listening, but the teachers can be a native speaker.

4.1.2 The Teachers Use EFL Textbooks in Actual Classroom

In the classroom observations, the researcher did depth observation. The observation was done for three times each participant. There was some information that the researcher noticed. First, the teachers used EFL textbook as a guidelines, framework, and source of direction in teaching and learning process. Second, the teachers did not strictly follow the EFL textbooks page by page, but they did mostly use the sequence presented in the chapters. Third, the teachers mostly gave exercises for each topic based on the EFL textbooks. And the last, for presentation, all of the

teachers' participants did not use projectors or another improvement to deliver their materials. They only presented manually.

4.1.3 Problems of Using EFL Textbooks

The problems of using EFL textbooks were analyzed by using interviews. The data of interviews presented as below:

4.1.3.1 Learners' language proficiency

The teachers remarked that most of their learners had inadequate English language proficiency. This was a serious hindrance to utilizing the EFL textbooks effectively. The teachers mentioned that the average learners' language proficiency was very low so what was provided in the EFL textbooks was too difficult for them to get through. The teachers said, for example, that activities such as writing projects and role playing conversations were very interesting yet their learners were not able to do them. This resulted in them omitting or skipping these types of exercises. The teachers sometimes immediately told the answers to exercises to learners without having them practice. A teacher revealed that:

“The textbook is not a problem but learners are. EFL textbooks provide what learners need to learn in each level regarding to what prescribed in 2013 curriculum. However, our learners can't catch up with the textbooks because they don't have enough English language proficiency.”⁴²

4.1.3.2 Inadequacy and irrelevance to learners' need

The teacher clearly stated in interviews that the EFL textbook were generally produced following the desires of textbook writers and developers to meet what the Ministry of Education prescribed in the 2013 curriculum. Nonetheless, what was presented in the EFL textbooks tended to lack focused points. The teachers emphasized that the EFL textbooks available in the library now days could not serve

⁴²Chaeril Mapka, “Interview Protocol” (August, 20th 2019).

learners' need. While a major need of the learners of English subject was to pass a university entrance examination, the EFL textbooks did not expose learners to this type of examination. The teachers further mentioned that the EFL textbooks did not expose learners to examination-type questions at all. Furthermore, the teachers revealed that they needed textbooks which could be used as tutorial kits which could train learners in doing entrance examinations.

4.1.3.3 Cultural Issues

Another issue, which the teachers perceived as a problem related to the EFL textbooks, was cultural. The teachers stated that they had difficulties dealing with the cultural content presented in the EFL textbooks. Some teachers confessed that they often skipped reading passages talking about culture or issues relevant to culture. They said that they were not confident to talk about the target language culture because they were not familiar with it. A teacher revealed that:

“The target language culture is quite difficult for me to deal with honestly. Even though I ask native teacher to explain about culture content beforehand, it is enough. My students are curious to know more than what native teachers explain to me. Some topics are suitable for our context.”⁴³

4.1.3.4 Large classes

The teachers mentioned that having large classes affected the use of EFL textbooks. They considered that activities focusing on speaking practice which assigned learners to pair and group work were not suitable for their classes since they took too much time. As a result, the teachers would normally transform pair work or group work activity into whole class activity. Additionally, it was found from the classroom observations that teachers rarely assigned learners pair work or group work during the lesson even though these type of activities were provided in the EFL

⁴³Ruwaedah, “Interview Protocol” (August, 20th 2019).

textbooks they used. Instead, the teachers randomly asked learners to share answers or work together as a whole class. A teacher said that:

“Honestly, I would like learners to practice what textbooks provide because it’s very useful but I can’t manage to have them all practice at once. I can’t get them out in front of the classroom and ask them to say or share one by one. It wastes of time.”⁴⁴

4.2 Discussion of the Research Findings

This section is going to elaborate the data from the finding above. In the first part, it was explaining about the interpretation of the questionnaire, classroom observation, and interview. As it has been proposed in the conceptual framework, there are nine focused domains; price, availability, layout and design, methodology, teachers’ guide, stereo typing, topic, skill (listening, speaking, reading, and writing), and syllabus, as well as teachers’ satisfaction on the EFL textbook. From these domains, later, it will be known the teachers perception relating to the mentioned domains and whether the textbook fulfill the teachers’ needs of EFL textbook.

As it is seen the teachers’ intensity is rated high when it deals with the classroom using. Their dependency which is rated low is seen as a normal thing by remembering the main purpose of EFL textbook is as material instruction. It is analyzed that the needs of teachers to the existence of source material is highly needed. As material instruction, EFL textbook commonly deals with cultural topic. In commenting the textbook, some teachers argued that the provider of the culture did not relevant with the learners’ need.

⁴⁴Muh. Ardi, “Interview Protocol” (August, 20th 2019).

The table below was the accumulation of the teachers' participants on EFL textbook acceptability.

Table 4.1

No	Statements	X	S.D.	Level of Agreement
1.	Pendekatan yang direkomendasikan dalam buku pelajaran ini dapat diterima secara pendidikan dan social.	3.33	0.33	Netral
2.	Tujuannya secara eksplisit dituangkan dalam pengantar dan diimplementasikan dalam buku pelajaran.	4.33	0.33	Setuju
3.	Tata letak dan dasarnya sangat menarik dan mudah dibaca.	4	1	Setuju
4.	Instruksi dinyatakan dengan jelas	4	1	Setuju
5.	Topic dan tugas dalam buku pelajaran menarik dan memotivasi.	4.67	0.33	Sangat Setuju
6.	Terdapat berbagai topic dan tugas yang disediakan untuk tingkat pelajar yang berbeda, gaya belajar dan minat yang berbeda.	4	1	Setuju
7.	Kontennya diatur dan dinilai dengan jelas sesuai urutan tingkat kesulitan.	3	1	Netral

8.	Subjek dan isinya sesuai relevan dengan kebutuhan peserta didik.	3	1	Netral
9.	Terdapat ulasan berkala dan bagian uji yang disediakan.	4	1	Setuju
10.	Terdapat banyak bahasa otentik.	3.67	2.33	Setuju
11.	Terdapat keseimbangan yang tepat dari 4 skills dalam bahasa Inggris.	3	1	Netral
12.	Penjelasan pengucapan dan praktik pelafalan disajikan.	2	1	Tidak Setuju
13.	Penjelasan kosa kota dan praktik pelafalan disajikan dengan jelas.	2	1	Tidak Setuju
14.	Persentase dan praktik tata bahasa disajikan dengan jelas.	3	1	Netral
15.	Buku pelajaran ini menyediakan kegiatan dan praktik yang memadai.	4	1	Setuju
16.	Mendorong peserta didik untuk mengembangkan strategi belajar dan menjadi mandiri dalam pembelajaran mereka.	2.33	2.33	Tidak Setuju
17.	Buku pelajaran memberikan bimbingan yang memadai bagi guru.	4.67	0.33	Sangat Setuju
18.	Buku pelajaran disertai dengan kaset audio, cd, materi tambahan dan panduan guru.	2.33	2.33	Tidak Setuju
19.	Buku pelajaran tersedia dalam negeri	5	0	Sangat Setuju
20.	Harga buku pelajaran terjangkau.	3	1	Netral
21.	Budaya yang disajikan dalam buku pelajaran sesuai dengan konteks Indonesia.	2.33	2.33	Tidak Setuju
22.	Subjek dan isinya sesuai dengan kurikulum sekolah.	3.67	2.33	Setuju
23.	Buku pelajaran berfungsi sebagai silabus.	4	1	Sangat Setuju
24.	Buku pelajaran membantu dalam perencanaan instruksi harian.	4.33	0.33	Setuju

25.	Buku pelajaran berfungsi sebagai sumber item penilaian.	4	1	Setuju
26.	Buku pelajaran berfungsi sebagai sumber utama bagi guru.	4.67	0.33	Sangat Setuju
27.	Buku pelajaran berfungsi sebagai sumber utama siswa.	4.67	0.33	Sangat Setuju
28.	Buku pelajaran berfungsi sebagai sumber tugas siswa.	3.67	2.33	Setuju
29.	Buku pelajaran membantu guru untuk mengajar secara efektif.	4	1	Setuju
30.	Saya mengikuti urutan konten yang disediakan dalam buku pelajaran.	3	1	Netral
31.	Saya mengajar secara eksklusif menggunakan buku pelajaran.	4	0	Setuju
32.	Saya mengandalkan buku pelajaran ketika mengajar.	4	1	Setuju
33.	Saya menggunakan buku pelajaran sebagai satu- satunya sumber untuk mengajarkan materi.	3	1	Netral
34.	Saya mengerti sepenuhnya isi yang disajikan dalam buku pelajaran.	4	1	Setuju
35.	Saya mengerti sepenuhnya masalah budaya yang disajikan dalam buku pelajaran.	3	1	Netral
Total		3.60	1.04	

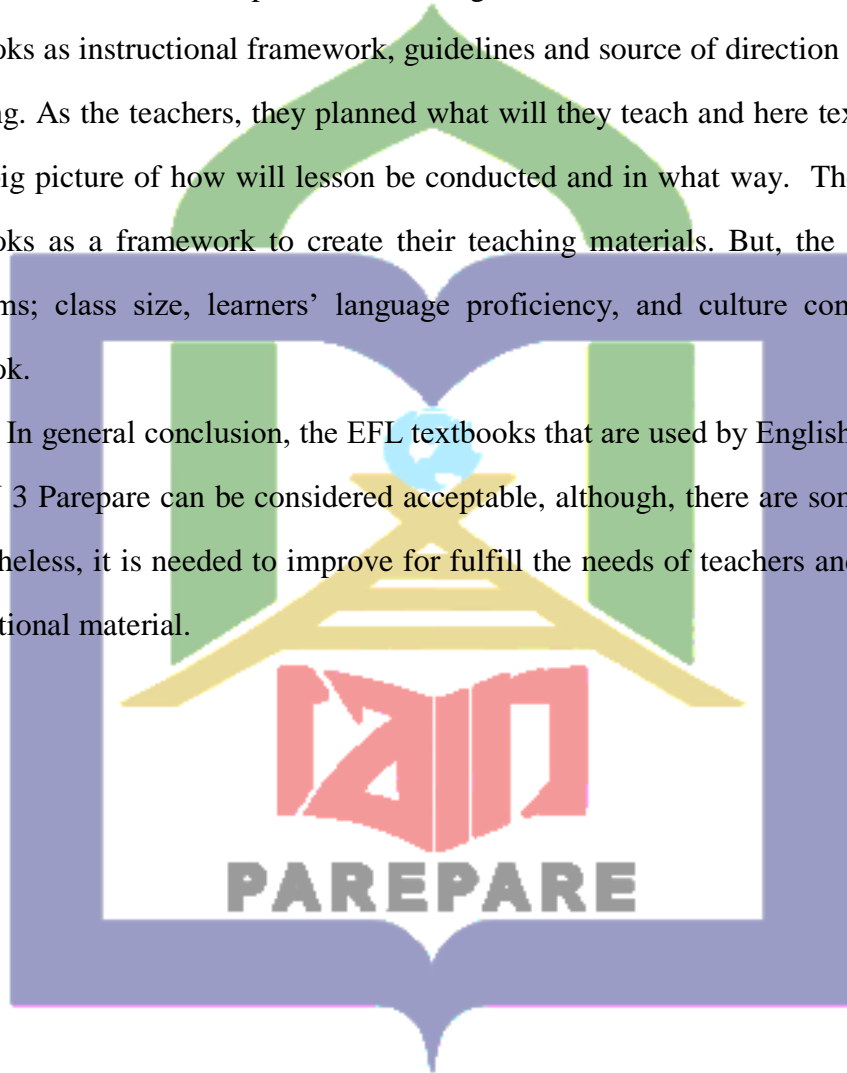
Table 4.1 represented the mean and standard deviation of teachers' responded of each statement. The total mean was 3.60, which demonstrated that the teachers had positive perceptions toward using EFL textbooks and toward the roles of the EFL textbooks they used. The findings showed that the teachers tended to agree that the EFL textbooks were necessary teaching materials and played a variety of roles in their classroom practices.

The overall mean standard deviation values of the questionnaire showed that teachers valued using the EFL textbooks, perceiving the roles as essential. However, these mean scores should be carefully regarded because there were some statements

rated at an agree level. Those teachers who marked at an agree level neither fully agreed nor supported the statements.

Besides, data of classroom observations and semi-structured interviews showed that teachers had problems in using EFL textbooks. The teachers used EFL textbooks as instructional framework, guidelines and source of direction in their daily teaching. As the teachers, they planned what will they teach and here textbooks gave them big picture of how will lesson be conducted and in what way. They used EFL textbooks as a framework to create their teaching materials. But, the teachers had problems; class size, learners' language proficiency, and culture content in EFL textbook.

In general conclusion, the EFL textbooks that are used by English teachers' of SMKN 3 Parepare can be considered acceptable, although, there are some problems. Nevertheless, it is needed to improve for fulfill the needs of teachers and students as instructional material.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

In the very first chapter of this research, it is well known that there are three objectives of the research. They are the teachers' perceptions of using EFL textbook, the teachers use EFL textbooks in actual classrooms, and the teachers' problems encounter while using EFL textbooks to achieve the English learning objectives of SMKN 3 Parepare. The conclusions presented below:

5.1.1 The Teachers' Perception of Using EFL Textbook

It has answered by the data of questionnaires. Based on the data, all of the teachers' participants agreed with using EFL textbook. They regarded with the EFL textbook, their job felt easier. They were using EFL textbook as instructional material, framework, and guidelines in teaching and learning process. So, they did not need to spend on creating in house materials which might take more of their time.

5.1.2 The Teachers' Using EFL Textbook in Classroom

After, the researcher did deep classroom observation, she concludes that the teachers used EFL textbook as instructional material, framework, and guidelines in teaching and learning process. They did not strictly follow the EFL textbooks page by page, but they did mostly use the sequence presented in the chapters.

5.1.3 The Teachers' Problems of Using EFL Textbook

By seeing the interviews data, the researcher concludes that the teachers had some problems of using the EFL textbook, such as learners' language proficiency, class size, culture and irrelevance to the learners' need.

So, from the explanations above, the researcher concluded that the EFL textbooks which used the English teachers of SMKN 3 Parepare are acceptable, even though, were not completely to fulfill the needs of teachers and students. But, it may cover by the teachers' creativity.

5.2 Suggestions

The researcher believes that this research may contain some mistakes in technically the methodology or data analysis, the researcher suggest the next researcher to give more attention to this very crucial matter. As researcher realize that this work still far from the perfection, further comments or advice is very welcome.

Therefore, there some suggestions for the next researchers who are going to do the same topics of research, it is better to limit your research on the certain book only if you want to comments the book particular. It hopes, the upcoming school textbook will be more acceptable and able to fulfill the needs of students and teachers by considering some important data above.

For the teacher, it is able to take advantages and make the most use EFL textbooks by going beyond the textbook and thinking of alternate ways to enhance the teaching and learning practice. That is, they need to adapt and modify the EFL textbooks where necessary. Then, they should supplement the EFL textbooks with other teaching materials, such as teacher made or authentic materials that give students exposure to what is covered in the university entrance examination paper.

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Appendix 1. Questionnaire 1

QUESTIONNAIRE**Teachers' perceptions of using English textbooks**

The questionnaire is one of research instruments. The aim of this questionnaire is to investigate teacher's perception of using English textbooks. All respondents' data will be beneficial for development of English language teaching.

Section A: Background Information

Directions: Mark in the box in front of your answer.

1. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
2. Educational background

<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Master's degree
<input type="checkbox"/> Doctoral degree	<input type="checkbox"/> Other (please specify) ...
3. Number of years in teaching professions

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
4. Number of years in teaching 11th grade level

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
5. Number of years of using the current textbook

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-2 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> More than 4 years
6. Percentage of English textbook use per period

<input type="checkbox"/> Less than 25%	<input type="checkbox"/> 25-49%
<input type="checkbox"/> 50-74%	<input type="checkbox"/> 75-90%
<input type="checkbox"/> More than 90%	

Section B: Teachers' perception of using English textbooks

Directions: Please indicate the level of your agreement with the following statements by marking in the boxes

- 5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree

Statements		Level of agreement				
		5	4	3	2	1
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Evaluation on English textbook						
1.	The approach recommended in the textbook is educationally and socially acceptable to target community.					
2.	The objectives are explicitly laid out in an introduction and implemented in the textbook.					
3.	The layout and design are an attractive and easy to read.					
4.	The instructions are clearly stated.					
5.	The topics and tasks are interesting and motivating.					

6.	There is a variety of topics and tasks provide for different learner levels, learning styles and interests.					
7.	The content is clearly organized and graded (sequence by difficulty).					
8.	The subject and content are relevant to learners' need.					
9.	There are periodic review and test sections provided.					
10.	There is plenty of authentic language.					
11.	There is an appropriate balance of the four language skills.					
12.	Pronunciation explanation and practice are suitable presented.					
13.	Vocabulary explanation and practice are clearly presented.					
14.	Grammar presentation and practice are clearly presented					
15.	The textbook provides adequate activities and practice.					
16.	The textbook encourages learners to develop their own learning strategies and to become independent in their learning.					

17.	The textbook provides adequate guidance for the teacher, not too heavy preparation load.					
18.	The textbook is accompanied by good audio cassettes, CDs, supplementary materials and teachers' guide.					
19.	The textbook is readily available locally.					
20.	The price of textbook is reasonable.					
21.	The culture presented in the textbook is appropriate for Indonesian context.					
22.	The subject and contents are relevant to the school curriculum.					
Roles of English textbooks						
23.	The textbook serves as a syllabus.					
24.	The textbook helps planning daily instruction					
25.	The textbook serves as a source of assessment items.					
26.	The textbook serves as an essential source for teacher.					
27.	The textbook serves as an essential source for learners.					
28.	The textbook serves as a source of					

	homework.					
29.	The textbook helps teachers to teach English effectively.					
30.	I follow the sequences of contents provided in textbook.					
31.	I teach exclusively from the textbook.					
32.	I rely on the textbook when teaching.					
33.	I use the textbook as the only source for teaching materials.					
34.	I fully understand the content presented in the textbooks.					
35.	I fully understand cultural issues presented in the textbooks.					

Appendix 1. Questionnaire 2

QUESTIONNAIRE**Teachers' perceptions of using English textbooks**

The questionnaire is one of research instruments. The aim of this questionnaire is to investigate teacher's perception of using English textbooks. All respondents' data will be beneficial for development of English language teaching.

Section A: Background Information

Directions: Mark in the box in front of your answer.

1. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
2. Educational background

<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Master's degree
<input type="checkbox"/> Doctoral degree	<input type="checkbox"/> Other (please specify) ...
3. Number of years in teaching professions

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
4. Number of years in teaching 11th grade level

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
5. Number of years of using the current textbook

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-2 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> More than 4 years
6. Percentage of English textbook use per period

<input type="checkbox"/> Less than 25%	<input type="checkbox"/> 25-49%
<input type="checkbox"/> 50-74%	<input type="checkbox"/> 75-90%
<input type="checkbox"/> More than 90%	

Section B: Teachers' perception of using English textbooks

Directions: Please indicate the level of your agreement with the following statements by marking in the boxes

- 5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree

Statements		Level of agreement				
		5	4	3	2	1
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Evaluation on English textbook						
1.	The approach recommended in the textbook is educationally and socially acceptable to target community.					
2.	The objectives are explicitly laid out in an introduction and implemented in the textbook.					
3.	The layout and design are an attractive and easy to read.					
4.	The instructions are clearly stated.					
5.	The topics and tasks are interesting and motivating.					

6.	There is a variety of topics and tasks provide for different learner levels, learning styles and interests.					
7.	The content is clearly organized and graded (sequence by difficulty).					
8.	The subject and content are relevant to learners' need.					
9.	There are periodic review and test sections provided.					
10.	There is plenty of authentic language.					
11.	There is an appropriate balance of the four language skills.					
12.	Pronunciation explanation and practice are suitable presented.					
13.	Vocabulary explanation and practice are clearly presented.					
14.	Grammar presentation and practice are clearly presented					
15.	The textbook provides adequate activities and practice.					
16.	The textbook encourages learners to develop their own learning strategies and to become independent in their learning.					

17.	The textbook provides adequate guidance for the teacher, not too heavy preparation load.					
18.	The textbook is accompanied by good audio cassettes, CDs, supplementary materials and teachers' guide.					
19.	The textbook is readily available locally.					
20.	The price of textbook is reasonable.					
21.	The culture presented in the textbook is appropriate for Indonesian context.					
22.	The subject and contents are relevant to the school curriculum.					
Roles of English textbooks						
23.	The textbook serves as a syllabus.					
24.	The textbook helps planning daily instruction					
25.	The textbook serves as a source of assessment items.					
26.	The textbook serves as an essential source for teacher.					
27.	The textbook serves as an essential source for learners.					
28.	The textbook serves as a source of					

	homework.					
29.	The textbook helps teachers to teach English effectively.					
30.	I follow the sequences of contents provided in textbook.					
31.	I teach exclusively from the textbook.					
32.	I rely on the textbook when teaching.					
33.	I use the textbook as the only source for teaching materials.					
34.	I fully understand the content presented in the textbooks.					
35.	I fully understand cultural issues presented in the textbooks.					

Appendix 1. Questionnaire 3

QUESTIONNAIRE**Teachers' perceptions of using English textbooks**

The questionnaire is one of research instruments. The aim of this questionnaire is to investigate teacher's perception of using English textbooks. All respondents' data will be beneficial for development of English language teaching.

Section A: Background Information

Directions: Mark in the box in front of your answer.

1. Gender

<input type="checkbox"/> Male	<input type="checkbox"/> Female
-------------------------------	---------------------------------
2. Educational background

<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Master's degree
<input type="checkbox"/> Doctoral degree	<input type="checkbox"/> Other (please specify) ...
3. Number of years in teaching professions

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
4. Number of years in teaching 11th grade level

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-5 years
<input type="checkbox"/> 6-10 years	<input type="checkbox"/> More than 10 years
5. Number of years of using the current textbook

<input type="checkbox"/> Lower than a year	<input type="checkbox"/> 1-2 years
<input type="checkbox"/> 3-4 years	<input type="checkbox"/> More than 4 years
6. Percentage of English textbook use per period

<input type="checkbox"/> Less than 25%	<input type="checkbox"/> 25-49%
<input type="checkbox"/> 50-74%	<input type="checkbox"/> 75-90%
<input type="checkbox"/> More than 90%	

Section B: Teachers' perception of using English textbooks

Directions: Please indicate the level of your agreement with the following statements by marking in the boxes

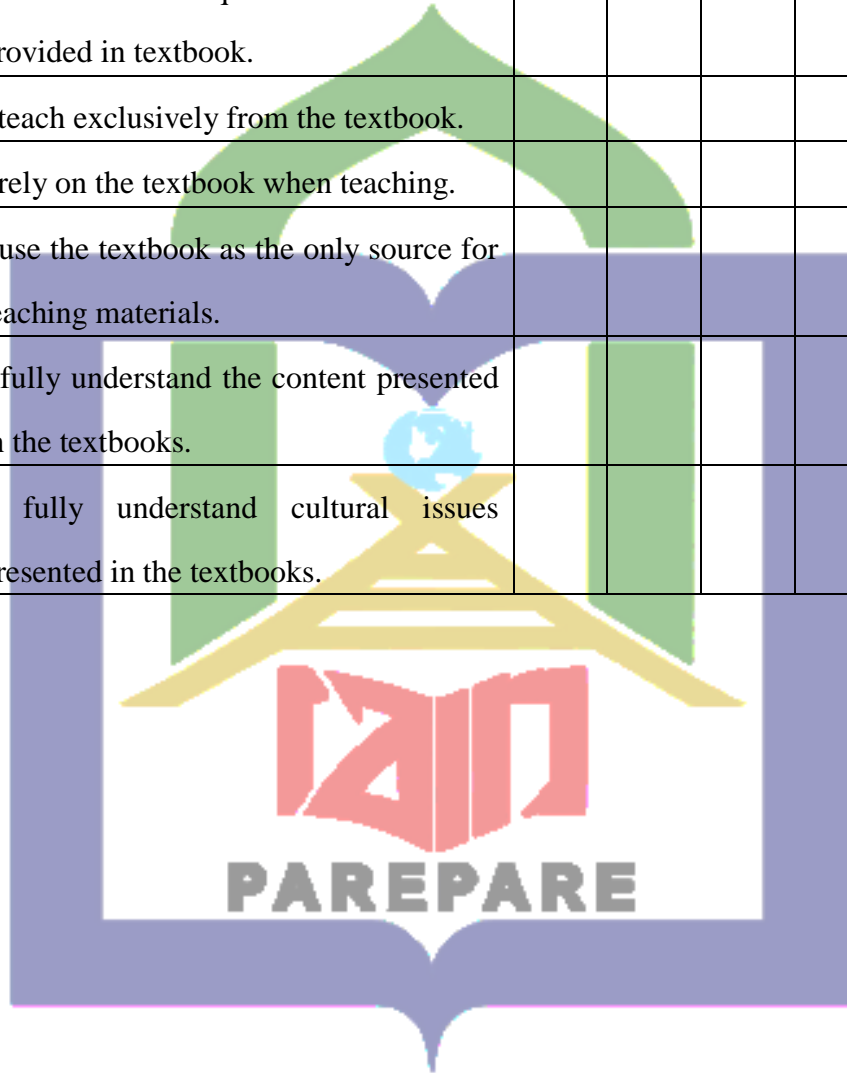
- 5 = strongly agree
 4 = agree
 3 = neutral
 2 = disagree
 1 = strongly disagree

Statements		Level of agreement				
		5	4	3	2	1
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Evaluation on English textbook						
1.	The approach recommended in the textbook is educationally and socially acceptable to target community.					
2.	The objectives are explicitly laid out in an introduction and implemented in the textbook.					
3.	The layout and design are an attractive and easy to read.					
4.	The instructions are clearly stated.					
5.	The topics and tasks are interesting and motivating.					

6.	There is a variety of topics and tasks provide for different learner levels, learning styles and interests.					
7.	The content is clearly organized and graded (sequence by difficulty).					
8.	The subject and content are relevant to learners' need.					
9.	There are periodic review and test sections provided.					
10.	There is plenty of authentic language.					
11.	There is an appropriate balance of the four language skills.					
12.	Pronunciation explanation and practice are suitable presented.					
13.	Vocabulary explanation and practice are clearly presented.					
14.	Grammar presentation and practice are clearly presented					
15.	The textbook provides adequate activities and practice.					
16.	The textbook encourages learners to develop their own learning strategies and to become independent in their learning.					

17.	The textbook provides adequate guidance for the teacher, not too heavy preparation load.					
18.	The textbook is accompanied by good audio cassettes, CDs, supplementary materials and teachers' guide.					
19.	The textbook is readily available locally.					
20.	The price of textbook is reasonable.					
21.	The culture presented in the textbook is appropriate for Indonesian context.					
22.	The subject and contents are relevant to the school curriculum.					
Roles of English textbooks						
23.	The textbook serves as a syllabus.					
24.	The textbook helps planning daily instruction					
25.	The textbook serves as a source of assessment items.					
26.	The textbook serves as an essential source for teacher.					
27.	The textbook serves as an essential source for learners.					
28.	The textbook serves as a source of					

	homework.					
29.	The textbook helps teachers to teach English effectively.					
30.	I follow the sequences of contents provided in textbook.					
31.	I teach exclusively from the textbook.					
32.	I rely on the textbook when teaching.					
33.	I use the textbook as the only source for teaching materials.					
34.	I fully understand the content presented in the textbooks.					
35.	I fully understand cultural issues presented in the textbooks.					



Appendix 2. Classroom Observation 1

An Observation ProtocolSchool: SMKN 3 PareparePeriod/Time: 90 Min.Name: The teacher 1Date: 29th July 2019**How teachers use EFL textbook in the actual classroom**

	Points	Remarks/Details/Notes
1.	Degrees of frequency of using textbook per period <ul style="list-style-type: none"> - In what phase? - For how long? 	<ul style="list-style-type: none"> - The teacher used textbooks as a guidelines and a framework in teaching. - The teacher always used textbooks in every class.
2.	Activities and exercises teacher use/how? <ul style="list-style-type: none"> - Every activity and exercise? - Delete/edit/adding/replace some activities and exercises? (all) activities and exercises/most/a majority of/some/rarely/none - Use additional 	<ul style="list-style-type: none"> - Teacher did not use textbook in every activity and exercise. Usually, the teacher gave an additional exercise that relevant the material.

	activities/exercises?	
3. Sequences	<ul style="list-style-type: none"> - Follow page by page? - Rearrange sequence? - Omit/skip? 	<ul style="list-style-type: none"> - The teacher did not follow page by page. Sometimes, he skipped some pages that is not relevant with his RPP.
4. Structure and content presentation	<ul style="list-style-type: none"> - Explanation based on textbook? - Additional explanation? - Follow textbook's descriptions - Employ some descriptions and teacher's own style of presentation - Employ teacher's own style of presentation 	<ul style="list-style-type: none"> - The teacher explained the material based on textbook, but to more clear, he gave some example of the learners' daily activity.

Appendix 2. Classroom Observation 2

An Observation ProtocolSchool: SMKN 3 PareparePeriod/Time: 90 min.Name: The teacher 2Date: 31st July 2019**How teachers use EFL textbook in the actual classroom**

	Points	Remarks/Details/Notes
1.	Degrees of frequency of using textbook per period <ul style="list-style-type: none"> - In what phase? - For how long? 	<ul style="list-style-type: none"> - The teacher used the textbook to make RPP. - The teacher often used the textbook in learning process.
2.	Activities and exercises teacher use/how? <ul style="list-style-type: none"> - Every activity and exercise? - Delete/edit/adding/replace some activities and exercises? - (all) activities and exercises/most/a majority of/some/rarely/none - Use additional activities/exercises? 	<ul style="list-style-type: none"> - The teacher mostly used exercises from the textbook than additional exercises.

3.	Sequences <ul style="list-style-type: none"> - Follow page by page? - Rearrange sequence? - Omit/skip? 	<ul style="list-style-type: none"> - The teacher rearranged sequence from the textbook in accordance with the RPP.
4.	Structure and content presentation <ul style="list-style-type: none"> - Explanation based on textbook? - Additional explanation? - Follow textbook's descriptions - Employ some descriptions and teacher's own style of presentation - Employ teacher's own style of presentation 	<ul style="list-style-type: none"> - The teacher took explanation from the textbook and describe by the teacher own presentation style.

Appendix 2. Classroom Observation 3

An Observation ProtocolSchool: SMKN 3 PareparePeriod/Time: 90 min.Name: The teacher 3Date: 02nd August. 2019**How teachers use EFL textbook in the actual classroom**

	Points	Remarks/Details/Notes
1.	Degrees of frequency of using textbook per period <ul style="list-style-type: none"> - In what phase? - For how long? 	<ul style="list-style-type: none"> - The teacher used the textbook to make RPP as guideline in teaching. - The teacher often used the textbook in learning process.
2.	Activities and exercises teacher use/how? <ul style="list-style-type: none"> - Every activity and exercise? - Delete/edit/adding/replace some activities and exercises? - (all) activities and exercises/most/a majority of/some/rarely/none - Use additional 	<ul style="list-style-type: none"> - The teacher used some another activities.

	activities/exercises?	
3.	Sequences <ul style="list-style-type: none"> - Follow page by page? - Rearrange sequence? - Omit/skip? 	<ul style="list-style-type: none"> - The teacher did not teach all of the content of the textbooks. She only taught in accordance with her framework/RPP, not page by page.
4.	Structure and content presentation <ul style="list-style-type: none"> - Explanation based on textbook? - Additional explanation? - Follow textbook's descriptions - Employ some descriptions and teacher's own style of presentation - Employ teacher's own style of presentation 	<ul style="list-style-type: none"> - The teacher employed some descriptions and her own style of presentation.

Appendix 3. Interview 1

An Interview ProtocolSchool SMKN 3 PareparePeriod/Time 30 min.Name The teacher 1Date: 20th August. 2019**Guide Questions**

1. What do you think about using textbooks?

“Using textbooks in teaching process is important things. Textbook is a good guideline for me. It gives me a big picture of how will lesson be conducted and in what way.”

2. How do you plan to use textbook for each lesson?

“As a teacher, we have planned what we will teach in each lesson, in accordance with our RPP. Here, textbook is framework to prepare the materials.”

3. When you prepare for lesson, do you always rely on textbook? Why? Why not?

“Mostly, I use textbooks to prepare the lesson, because textbook have any framework to follow.”

4. When you prepare for the lesson, do you use /rely on any other resources or external references? Why? Why not?

“Yes I do. I think, we should use other reference to get more explanation about the material.”

5. Do you supplement the current textbook? If yes, indicate each type of supplementary material that you have used with reasons.

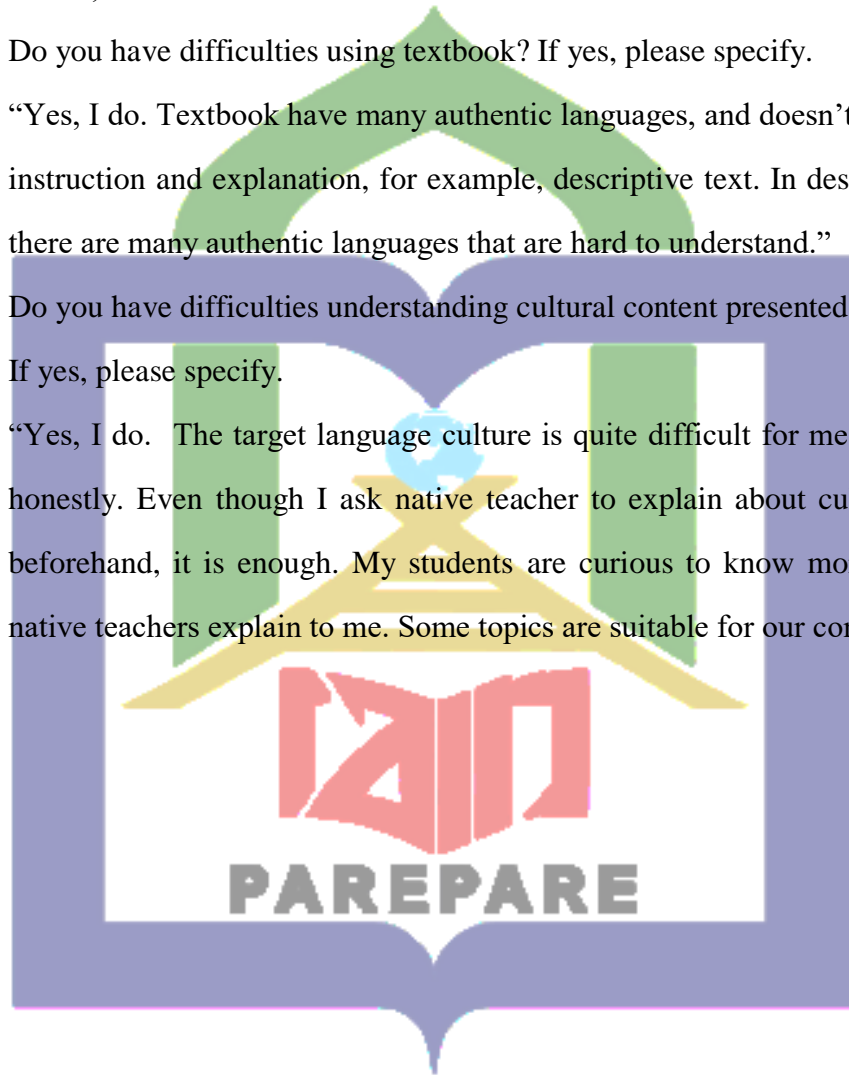
“Yes, I do. Generally, in the textbooks do not have clear instructions. Because of that, we need other reference in order the material.”

6. Do you have difficulties using textbook? If yes, please specify.

“Yes, I do. Textbook have many authentic languages, and doesn’t have a clear instruction and explanation, for example, descriptive text. In descriptive text, there are many authentic languages that are hard to understand.”

7. Do you have difficulties understanding cultural content presented in textbook? If yes, please specify.

“Yes, I do. The target language culture is quite difficult for me to deal with honestly. Even though I ask native teacher to explain about culture content beforehand, it is enough. My students are curious to know more than what native teachers explain to me. Some topics are suitable for our context.”



Appendix 3. Interview 2

An Interview ProtocolSchool: SMKN 3 Parepare Period/Time: 90 Min.Name: The teacher 2 Date: 20th Augus. 2019

.....

Guide Questions

1. What do you think about using textbooks?

“Textbook is supporting in learning and teaching process. It is an effective teaching tool which helps reduce my workload. As we know, teachers now days have more responsibility. We are not only assigned to teach but also handle extra tasks. We do not have huge amount of time in material preparation so textbook helps a lot here.”

2. How do you plan to use textbook for each lesson?

“Before teaching and learning process, we have planned what we will teach in each lesson, in accordance with our RPP. Here, textbook is guideline to prepare the materials.”

3. When you prepare for lesson, do you always rely on textbook? Why? Why not?

“Yes, I do. Textbook helps me in teaching and learning process. It is very essential in language teaching and learning in the context. The textbook provides a framework for me to teach in the same level to follow. It is a good idea to create our own teaching materials, without textbook, I do not have any standard to measure learners’ achievement.”

4. When you prepare for the lesson, do you use /rely on any other resources and external references? Why? Why not?

“Yes, I do. I use other resources as supplementary material, because in the textbook does not have a clear instructions. So it makes me difficult to explain the material to learners.”

5. Do you supplement the current textbook? If yes, indicate each type of supplementary material that you have used with reasons.

“Yes, I do. Actually, in the textbook there are many contents irrelevant with our culture, especially in Indonesia. So, I give supplementary materials to the learners with changing the topics.”

6. Do you have difficulties using textbook? If yes, please specify.

“No, I don’t, because I have used it for long time.”

7. Do you have difficulties understanding cultural content presented in textbook? If yes, please specify.

“No, I don’t, but for learners are yes. They are difficult to understand the topic and the content.”

Appendix 3. Interview 3

An Interview ProtocolSchool: SMKN 3 PareparePeriod/Time: 30 min.Name: The teacher 3Date: 20th August. 2019**Guide Questions**

1. What do you think about using textbooks?

“Textbook is an effective teaching tool which helps reduce my workload. As we know, teachers now days have more responsibility. We are not only assigned to teach but also handle extra tasks. We do not have huge amount of time in material preparation so textbook helps a lot here, but as well as, we have to combine with others reference.”

2. How do you plan to use textbook for each lesson?

“Before teaching, we have planned what we will teach in each lesson, in accordance with our RPP. Here, textbook is framework to prepare the materials.”

3. When you prepare for lesson, do you always rely on textbook? Why? Why not?

“No, I don’t, because, the all of contents of textbook are not relevant with the learners’ need. So, I combine and use other media in order the material.”

4. When you prepare for the lesson, do you use /rely on any other resources and external references? Why? Why not?

“Yes, I do, actually, textbook is very useful but I can’t manage to have them all practice at once. I can’t get them out in front of the classroom and ask them to say or share one by one. It wastes of time. So, I use other reference, is like E-book.”

5. Do you supplement the current textbook? If yes, indicate each type of supplementary material that you have used with reasons.

Actually, the material of the textbook is good, but there are some contents do not have a clear instruction and I think it does not enough to achieve the objectives of the syllabus.”

6. Do you have difficulties using textbook? If yes, please specify.

It is same with I said before, actually textbook is very useful but I can’t manage to have them all practice at once. I can’t get them out in front of the classroom and ask them to say or share one by one. It wastes of time and there are contents in textbook irrelevant with curriculum.”

7. Do you have difficulties understanding cultural content presented in textbook? If yes, please specify.

“Yes, I do. The target language culture is quite difficult for me to deal with honestly. Even though I ask native teacher to explain about culture content beforehand, it is enough. My students are curious to know more than what native teachers explain to me. Some topics are suitable for our context.”

CURRICULUM VITAE



The writer, Fitriani was born on May 01 1996 in Wakka. She is the second child from M. Arifin and Kartini. She has three brothers named Muh. Rafiq, Muh. Ikram and Muh. Rijal. She began her study 2002 in SDN 40 Wakka and graduated on 2008. At the same year, she registered in SMPN 2 Cempa and graduated on 2011. At the same year, she continued her study at SMKN 1 Pinrang Accounting department and gradated on 2014. She registered on State Islamic Institute (IAIN) Parepare and finished her study with skripsi entitled “Teachers’ Perception of Using English as a foreign language (EFL) to achieve the English learning objectives of vocational school”.

During her study in State Islamic Institute (IAIN) Parepare she was a member of Voluntary Corps-Indonesian Red Cross (KSR-PMI) Unit 01. On 2016, she represented of KSR-PMI to be International Liaison Officer of JUMNAS Indonesian Red Cross, and on 2018, she took hold as Minister of Health in Dewan Eksekutif Mahasiswa.

