

CHAPTER 1

INTRODUCTION

1.1. Background of Study

Textbooks play an important role in language learning and teaching. It is useful for both students and teachers. Textbooks may provide the major source for students aside from the input given by the teacher and can be considered as one of the many resources that teachers can use to create effective lessons (Richards, 2001b). Similar to Richard (2001b), the Minister of National Education Regulation No. 8 (2016, p. 2) stated, “textbooks are the main learning resource to achieve the basic and core competencies and declared appropriate by the Ministry of Education and Culture for use in educational units”.

Furthermore, textbooks is one of the curriculum documents that function as the operational tool for the curriculum (Permendikbud No. 159, 2014). Thus, a series of *Buku Sekolah Elektronik Bahasa Inggris SMA/SMK* were published as the main resource to succeed the 2013 Curriculum in EFL classrooms. In other words, all public secondary schools in Indonesia are required to use the *BSE bahasa Inggris SMA/SMK* in English classroom.

The quality of textbook can affect the learning experiences (Guilloteaux, 2013), but it may not suit every learners’ needs (Richards, 2001b). Since the textbook is written for global markets, they can not reflect each students’ interests and needs. Hence, the commercial textbooks require adaptation by teachers.

This present study aims to investigate teachers' perceptions based on their experience in using the the *Buku Sekolah Elektronik (BSE) Bahasa Inggris* for *SMA/SMK* to facilitate their teaching in *SMA* Year 10 and 11 classrooms. In particular, this study focuses on the design of the textbook as an instructional package with regards to the 2013 Curriculum. The well-structured textbook components are more easily adapted than the flexible ones (Ur, 2015). Therefore, this study finds out whether the content of the textbooks are aligned with the curriculum. The content includes the learning objectives, the learning activities and the assessment tasks.

Various evaluative studies of *Buku Sekolah Elektronik "Bahasa Inggris"* *SMA/SMK* involving teachers' experience as a primary data source have been carried out. A study by Rosyida (2016), identified factors that affect teachers' perceptions toward the use of English textbook. According to the study, there are three aspects covered on teachers' interpretation on textbook: (1) textbook appropriateness with students' need and teacher; (2) textbook relevance with syllabus and examination (Rosyida, 2016). Another study by (Zacharias, 2005), revealed teachers believed that internationally-published materials were preferable to those published locally. However, the evaluative study of textbooks as models of learning design in the context of 2013 Curriculum according to teacher perceptions is still difficult to find, therefore, this research needs to be conducted.

Considering the fact that curriculum may change and it affects people's needs, and no textbook can be perfectly fit with all the learners' and institutions'

needs, an evaluation of existing textbooks is needed to develop a new textbook. Therefore, the government invites the public to evaluate the series of *BSE* for the purpose of improving and refining the textbook (Permendikbud No. 59, 2014; Permendikbud No. 08, 2016). Since English teachers use textbooks in their classrooms and they also adapt it to meet the needs of the class, teachers' experience in using textbook is one essential consideration in the textbook evaluation (Richards, 2001b; Rosyida, 2016; Tok, 2010). Al Harbi (2017) added, "since language teachers can teach successfully if they enjoy the materials they are employing". Therefore, it is essential to take teachers' opinion and experiences into consideration to know whether the textbook can help them to make students achieve the curriculum standards based on their students' needs.

1.2. Research Questions

How is teachers' perceptions of content alignment in the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* with 2013 Curriculum?

In order to help the researcher collect the answer from that research question, the researcher splits it down to subquestions:

1. How do teachers perceived of the alignment between the Learning Objectives (LOs) in the textbooks and Basic Competence Standards statements 3 and 4?
2. How do teachers perceived of the alignment between the Teaching Learning Activities (TLAs) and the Learning Objectives (LOs) in the textbooks?

3. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Teaching Learning Activities (TLAs) in the textbooks?
4. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Learning Objectives (LOs) in the textbooks?

1.3. Purposes of the Study

This study aims to investigate the *SMA* teachers' perceptions of how well aligned the content of the *BSE Bahasa Inggris* for *SMA/SMK*, Year 10 and 11 with 2013 Curriculum.

1.4. Scope of the Study

The scope of this study is focuses on investigating the *SMA* EFL teachers' perceptions toward the use of *BSE Bahasa Inggris* for *SMA/SMK*, Year 10 and 11 that were published by *Kementrian Pendidikan dan Kebudayaan*. The teachers' experience focused on the extent to which the textbooks meet their needs to carry out the teaching learning activities using materials that are in accordance with the 2013 Curriculum, stated in Permendikbud No. 24 (2016). The reseach is limited only EFL teachers in public and private senior high school in JABOTABEK.

1.5. Significance of the Study

This study is expected to enrich the research finding in the textbook evaluation especially based on the teachers' perceptions since the literature in this area seems lacking. Theoretically, the results of this study are hoped to give the information about the *SMA* teachers' perceptions toward the use of the *BSE*

Bahasa Inggris for *SMA/SMK* as the document curriculum to support the implementation of 2013 Curriculum in classroom level. Practically, the data related to the teachers' perceptions of the *BSE Bahasa Inggris* for *SMA/SMK* will be useful as an input for *KEMENDIKBUD*, as the publisher, for the process of developing and improving the quality of the BSE series. Besides, it can be used as a basic consideration for the next researchers who are interested in developing similar study.

CHAPTER 2

LITERATURE REVIEW

2.1. Teachers' Perceptions of Textbook

2.1.1. Teachers' Perception

Perception has been variously defined by many experts. Various study with the same topic used term 'perception' as it could be defined cognitively. Eggen and Kauchak (2001) viewed perception as the process by which people attach meaning to experiences. Adediwura and Tayo (2007, p. 165) added, "perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory) and background knowledge resulting from experience strongly influence perception".

Cited in Srakang (2014), the word "perception" and "belief" can be used internately because they are closely related (Pajares, 1992; Moloi 2009). Pudi (2002) interpreted the basic assumption of the word "perception" by many educators and conclude that the word "perception" is very synonymous to the word "attitude". Therefore, Srakang (2014) defined teachers' perceptions as the combination of beliefs, attitudes and opinions which reflect what teachers see, feel about or understand something they used or practice in classroom.

Park and Sung highlighted the relationship of teachers' perceptions, their practices, and the progress of language learning achievement. According to them, "teachers' perceptions "construct" their practices which in turn lead to progress

both the learners and the teachers achieve” (p. 4). In short teachers’ perceptions play a crucial role in teaching and learning processes because they not only influence teachers’ acts and teachers’ decision making, but also provide significant insight into many aspects of education (Srakang, 2014). Teachers’ perception in this study can be defined as teachers’ perception based on their experiences about what they used or practice in the classroom.

2.1.2. Teachers’ Perception of textbook

Textbooks play important role in English language teaching-learning, both inside and outside (Zacharias, 2005; Byrd & Schuemann, 2014; Richards, 2001b; Hutchinson & Torres, 1994; McGrath, 2006), while teachers are the key element of the teaching and learning and the key to curriculum reform success (Srakang, 2014; Park & Sung, 2013). The use of textbooks depend on how the teachers use it, thus the relationship between textbooks and teachers are inseparable (McGrath, 2006; Srakang, 2014). How the meanings that teachers construct on textbooks have proven to influence the way they practice, judge and decide on the use of textbooks (Yu, 2004; Srakang, 2014) and is crucial for successful implementation of curriculum reform (Park & Sung, 2013). Since teachers’ perceptions to textbooks are likely reflect how they use them, it is necessary to examine further what these perceptions are.

The type of evaluation a textbook receives, however, will also reflect the concerns of the evaluator (Richards, 2001b). Teachers try to seek three things from a textbook; content/explanations, examples and exercises/tasks (Byrd &

Schuemann, 2014). In the study conducted by McGrath (2006), textbooks were illustrated as like oil in cooking, the useful base ingredient; like a ladies' handbags where teachers can take what they need from the textbook; and like a stone, because the materials of a textbook need bits chopped off, added on and occasionally a little crushing.

Based on the study by Dulger (2016), teachers viewed the textbook as “average” even though the decision makers find it suitable enough for language classes. This situation points out a gap between the teachers' and decision makers' on the textbook. Similar to Dulger (2016), the study conducted by (Namaghi, 2014) also showed that teachers are in agreement with the inadequacy of the books. “The teachers stated that physical appearance of the book is not so satisfactory that they can appeal to students” (Namaghi, 2014, p. 128). They suggested some improvements, the texts should be updated and informative; the exercises are required to be varied and comprehensive; the skills ought to be evenly presented; the dialogs should be authentic; the vocabulary had better to be contextualized and presented effectively' pronunciation practice ought to be applied; and grammar should not be overemphasized.

Tok (2010) conducted textbook evaluation study in term the effectiveness of a textbook focused on the layout and design, the activities, skills, the language type, the subject and content and the whole aspect. It revealed that how teachers perceptions regarding those six criteria did not stand up that the negative attributes far out-weighed the positive characteristics.

To sum up, teachers highlight three things from a textbook; content/explanations, examples and exercises/tasks. Textbooks should be also organized with the goal of facilitating communicative competence in line with the curriculum purposes. Since the teachers must be selective in adapting the content of the textbooks, the closer the book is to the needs of the class, the shorter the preparation time is because the supplementing materials are not really needed.

2.2. Textbook in English Language Teaching

In ELT context, textbooks play significant role as an essential component supporting teaching and learning activities. Most language learning that occurs today could not take a place without the use of commercial textbooks (Richards, 2001b). It is because textbooks presents main material for a course and is designed to be the only book that students need to use in the program (Tomlinson, 2011; Richards & Schmidt, 2010). As an instructional package, textbook presents a comprehensive learning design; from syllabus, goals, activities, to assessment of learning. From the point of view of learning materials, textbook provides input and training in the target language needed to facilitate students to learn to achieve the intended learning outcomes.

Learners see the textbook as a 'framework' or 'guide' that helps them to organize their learning both inside and outside the classroom (Hutchinson & Torres, 1994). Not only helping students in learning, teachers who see managing

their lessons as their greatest need, assume that the use of textbooks can save time, give direction to lessons, guides discussion and facilitates giving of homework.

Richard (2001b) argued that textbooks may provide the basis for the content of the lessons, the major source of contact students have with the language apart from input by the teacher, and provide ideas for inexperienced teachers on how to plan and teach the lessons. In line with Richard's statement, Gak (2011) implied textbooks as the sources and a framework of guidance for teachers in creating an effective lesson and also as the one of the most important sources of contact the have with the language.

From those definitions about textbook, it can be concluded that beside as the learning resources, textbooks are books that served as standard guidelines for students and teachers in supporting the teaching and learning process in the classroom to be easier and more organized.

Even though the textbook has an important role in language learning, it should be considered that there is no textbook that is perfect for every language program, for every teacher, ideal for every group of learners, and ideal in every teaching situation, given various needs that exist in any learning context, so are the other things in the class (Gak, 2011; Richards, 2001b; Hutchinson & Torres, 1994). Therefore, "teachers have to both adapt and supplement the textbook to their particular situation" (Byrd & Schuemann, 2014, p. 387). If teachers find some negative consequences in the textbooks that are being used in a program remedial action should be taken, by adjusting the fit among a wide variety of

factors: students, materials, methods, objectives/curriculum, target language, cultural context, teacher's personality, and teaching style or by providing materials that are not provided by the textbook.

With the differ of commercial textbooks and other types of teaching materials that must be selected by the teacher and the stakeholders responsible for selecting learning materials, it is necessary to conduct an evaluation about textbooks and teaching materials. But evaluation can only be done by considering something related to its purpose (Richards, 2001b).

2.3. The role of textbook in the 2013 Curriculum

Permendikbud number 71 year 2013 states that the 2013 curriculum aims to prepare Indonesian citizens to have competencies in any aspects: being religious, productive, creative, innovative, affective, and having contribution to the environment, social life, and the global development.

Since 2013, Indonesia has made changes to its education curriculum. Enacting a standard-based education system, 2013 Curriculum, or what is known as *KURTIAS (Kurikulum 2013)*, is used as the basis for the implementation of the education process. As stated, the 2013 curriculum is "a set of plans and rules regarding the purpose, content, and learning material as well as methods that are used as guidelines for implementing learning activities to achieve certain educational" (PP No. 13, 2015). The 2013 Curriculum aims to prepare Indonesian to have competencies in any aspects: being religious, productive creative, innovative, affective, and having contribution to the environment, social life, and

global (Permendikbud No. 32, 2013). It can be concluded that the 2013 Curriculum is developed based on the theory of "standard-based education", and the theory of "competency-based curriculum".

Polikoff (2015) sum up the vision of standards-based reforms is clear, coherent content standards, pair with supportive assessments, curriculum materials, and teacher professional development that result in improved curriculum alignment and instructional quality, leading to improvements in student achievement to the target.

The implementation of the 2013 Curriculum is actually an effort to implement educational innovation through standard-based reform with the main goal of getting an output of the education system that is in accordance with the demands of the development era. The government sets textbooks as curriculum documents which are the main learning source for achieving Basic Competence and Core Competence (PP No. 13, 2015) and declared feasible by the Ministry of Education and Culture to be used in educational units (Permendikbud No. 08, 2016).

Textbook can be defined as an instructional package that contains the teaching materials for the learning unit. Cited from Hutchinson and Torres, Van den Akker (1988) study found that a highly structured approach (textbooks) was more effective in supporting the implementation of the new curriculum. Textbooks is often used as a curriculum document and it acts as models of instructional packages that are developed based on innovations introduced by the

new curriculum. In this context, the use of the textbooks is centrally managed by the related government and their use in class is compulsory. This policy is expected to facilitate the dissemination of the new curriculum as well as a vehicle to train teachers to be able to translate the messages in the new curriculum appropriately so that the desired learning standards can also be realized. Hence, Hutchinson and Torres (1994, p. 323) described textbook as an “agent of change,” that is “the good textbook that is properly used, can provide an excellent vehicle for effective and long-lasting change”.

The desired changes through the application of these innovations will be obtained if there is harmony between written, intended, enacted or taught and assessed curriculum with the scope of content as the focus (Polikoff, 2012, p. 341). Written curriculum refers to curriculum policy documents; intended curriculum refers to the syllabus, enacted or taught curriculum referring to the learning carried out by the teacher in the class, and the assessed curriculum refers to the assessment tools of the learning outcomes that is used. On the level of taught curriculum or learning in the classroom, instructional alignment also needs to be realized between learning objectives, instructional activities and supporting materials, as well as the assessment task so that student learning is focused only on the activities to the objectives that they should master so as to increase the effectiveness of learning and learning (Cohen, 1987; Anderson, 2002; Biggs, 2003; 2014). As a learning package model, that is the main source of classroom learning, it can be said that textbook functions are similar to learning designs

presented by teachers in class or, borrow terminology in curriculum studies, the taught curriculum (Permendikbud No. 22, 2016; Oates, 2014) then similar alignment also needs to be realized in the design of the textbook.

As a tool to implement the curriculum reform, textbooks should be aligned with the standards in order to attain the goals of curriculum. Nasstrom & Henriksson (2008) described the concept of alignment as the relationship between standards defined in policy documents, teaching, and assessments.

Amer (2006) divided the classification of the alignment based on Taxonomy Tables into Complete alignment, Partially Alignment, and Misalignment. Complete alignment occurred when there are common cells included on all objectives, instructional activities and materials, and assessments all fall into the same cell. Partially alignment happens if the objective, instructional activities and materials, and assessments may all fall into the same row of Taxonomy Tables(i.e., type of knowledge), but differ in terms of the column in which they are classified. Polikoff (2015) gave the definition of misalignment in the textbook. He stated there are two remaining types of misalignment, misalignment on cognitive demand only and misalignment on topic. Misalignment on cognitive demand only is a situation where the topic is included in the Basic Competence Standards but the textbook covers that topic at a cognitive-demand level that is not in the standards. Misalignment on topic is a situation where the textbook covers a topic that is not in the standards at all.

Aside from being a curriculum document, textbook is also considered a teacher development training tool (Richards, 2001; Hutchinson & Torres, 1994). Since teachers can not find a textbook that really matches their classroom needs (Brown, 1995; Richards, 2001) in using learning materials, they must adapt and transform textbooks content to suit the learners' needs and their own teaching styles. Therefore, the ability how to use and adapt textbooks are essential skill for professional teachers to develop. For the inexperienced teachers, a textbook along with the teacher's manual can serve as a medium for training early teachers (Richards, 2001). Considering the important role played by the textbooks, it is useful to collect information on how teachers use textbooks to evaluate its effectiveness.

2.4. Retrospective Evaluation

2.4.1. Textbook Evaluation

Textbook evaluation is a “matching” process, that means assessing the suitability of something for a particular purpose (Hutchinson, 1987). “The better materials are, the more helpful they will potentially be,” (McGrath, 2013, p. 11). Tomlinson (2011) named it materials evaluation, means "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them". Evaluation is needed to determine the suitability of teaching materials for certain leaning program (Brown, 1995) and useful for the development of teacher professionalism (Ellis, 1997). Given the importance of the

role of textbooks in learning, continuous evaluation of textbooks is needed to support its effectiveness.

In Richard (2001), there are four criteria for evaluating textbooks that cited from Cunningsworth (1995):

1. It should correspond to learners' needs. The aims and objectives of the language learning program are matching.
2. It should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. It should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method."
4. It should have a clear role as a support for learning.

Oates (2014) stressed the importance of textbook quality for educational systems and its crucial role for improving national education. He further argues that the development of textbooks can support effective pedagogic practices.

Textbooks are included in the curriculum dimensions, as a document curriculum (Permendikbud No. 81A, 2013). As a curriculum document determined as the main learning source in the class, textbook, can be assumed, has been declared feasible provides a learning model that represents the content of K-13. The importance role of textbook in an effort to improve the effectiveness of

curriculum implementation makes the government considers it important to carry out continuous evaluation of textbook that have been declared feasible. Curriculum evaluation itself is an effort to collect and process information in order to improve the effectiveness of curriculum implementation at the national, regional, and educational units (Permendikbud No. 32, 2013). Therefore, every educational institution using textbook users is required to evaluate the textbooks they use. In addition, the public was invited to carry out similar evaluations in accordance with their capacity. This evaluation is carried out to assess the availability, understanding and usefulness in terms of group of users (Hutchinson, 1987).

Despite the fact that textbooks are an important element in helping teachers implement the curriculum, there has been little investigation done in terms of how teachers' perceptions of the textbook they use and its alignment to the curriculum. However, textbooks evaluation can be done to examine the suitability between (1) the applicable textbooks and curriculum, (2) textbooks and teacher conditions, or (3) textbooks and student conditions (Richards, 2001b; Byrd & Schuemann, 2014). "The issue in the textbook evaluation study can include factors related to programs, teachers, students, content, and / or pedagogic", stated by Richards (2001b, p. 159).

2.4.2. Retrospective Evaluation

Ellis (1997) suggested the evaluation of textbooks can be done predictively or empirically. Predictive evaluation is done before textbooks is used

and to make a decision about materials that have not been previously used. Post-use or retrospective evaluation is designed to examine the materials after teachers used the have used textbooks.

Ellis (2011) further recommended the use of empirical analysis methods in the textbooks evaluation study to obtain more accurate information about what is actually presented in textbooks and test the validity of a predictive evaluation. At post use-stage, the perceptions of both teachers and learners are highlighted as the determinants for textbook effectiveness (Chow, 2004). The information obtained from checklist instruments is less objective because it does not explore in detail what is presented in the textbooks and its relevance to learning needs and learning from students and teachers (Ellis, 1997; Littlejohn, 2011).

2.5. Relevant Studies of Similar Focus

Study conducted Rosyida (2016) revealed the teachers' perceptions toward the use of English textbooks in EFL class and the factors of those; to investigate the teachers' experience and to find out the problems that arise while, selecting, analyzing, organizing, interpreting, and integrating English textbook in EFL classroom. This study took place in *SMAN 3 Surakarta* and used questionnaire, semi-structured interview, and nonparticipant observation as the instruments. The findings revealed that teachers tend to select the textbook based on some considerations, including the relevance of the textbook with the curriculum and objectives. Therefore, Rosyida (2016) recommended that the teachers have to

actively participate in any training or course about teaching materials and have more cooperation with their colleagues to ease the burden, exchange information, and expand teaching repertoire. They should also increase their ability and knowledge of making supplementary materials and adapting materials. This may help teachers know the way to solve the problems or weaknesses that they face in using textbook.

The study on teachers' perception of *Buku Sekolah Elektronik SMP: When English Rings A Bells (revised edition)* has been conducted by Faujiah and Floris in 2015. This study was done to find out teachers' perception in terms of three of six coursebook evaluation criteria by Cunningsworth (1995), the language content; presentation of English skills; and the topic, subject content, and social values. This study used open-ended questionnaire and structured interview and took place in a junior high school in Surabaya. The findings revealed that in term of language content, the book only covered five (grammar items, vocabulary, discourse, appropriacy, and varieties) of all language contents as presented by Cunningsworth. Regarding the presentation of skills, the book provided practices for all English skills on speaking and listening. But, the book still lack of supporting material, for examples, pre- and post reading questions, recorded listening material on audio cassette, or video (Faujiah & Floris, 2015). In terms of topic, subject content, and social values, the book is related to the students' daily life and the Indonesian people's social and cultural values. The book also did not differentiate the genders.

The weaknesses of a textbook were also identified from the study conducted by Ahour and Ahmadi (2012). The study aimed to present the retrospective evaluation of this textbook for its suitability for Undergraduate University Students (UUSs) at Islamic Azad university, Tabriz branch, and Jihad daneshgahi in Urmia, Iran in terms of five criteria of subject matter, vocabulary and structure, exercise, illustration, and physical make-up). Out of 150 participants of the study 10 were instructors and 140 were students. The results of the study, in general, revealed the suitability of the textbook for UUSs. The findings, in particular, indicated that there are some problems related to the criteria of vocabulary and structure, and physical make-up which does not meet the students' expectations and cannot equip the learners with the ability to do their tasks because of cultural differences.

All studies above prove that no textbook is really suitable for all types of classrooms' needs. However, evaluative studies of textbooks as a 'model of learning design in the context of 2013 Curriculum that involve teacher direct experience as a primary data source is limited in literature. Thus, the result from those studies which can be a gap for this present study which tries to reveal the teachers' perceptions to the textbook as an instructional package with regards to the 2013 Curriculum to facilitate their teaching in English classroom.

CHAPTER 3

METHODOLOGY

This chapter reveals the description of research design, data and data source, place and time of study, the instrument of the study, data collection procedure, and data analysis procedure

3.1. Research Design

This study employs descriptive-qualitative method. It is carried out by using qualitative research design since the researcher aims to explore and understand the meaning participants' ascribe to a social problem (Creswell, 2014). Furthermore, the process involves emerging questions, collect data in the participant's setting, analyse inductively, then describe the results. Whereas this study employs descriptive method that functioned to describe the teachers' perception of *BSE Bahasa Inggris* for *SMA/SMK* as supporting documents for the implementation of 2013 Curriculum in the classroom learning. The main characteristic of descriptive research is the researcher has no control over the variables, means only report what has happened or what is happening from the survey results (Kothari, 2004). The design in such studies must be rigid and not flexible which follows those steps:

- (a) Formulating the objective of the study
- (b) Designing the methods of data collection
- (c) Selecting the sample

- (d) Collecting the data
- (e) Processing and analysing the data.
- (f) Reporting the findings.

Based on the the significance, this study can be classified as in-depth, retrospective, post-use evaluation (Hutchinson, 1987; Ellis, 1997). Post-use or retrospective evaluation is designed to examine the materials after they have been used. Because, “once they have used the materials, they may feel the need to undertake a further evaluation to determine whether the materials have ‘worked’ for them” (Ellis, 1997, p. 36). Such evaluation provides the teacher with information to determine whether the materials is worth, which activities ‘work’ and which do not, and how to modify the materials to make them more effective for future use. Hutchinson (1987) further states that in this case teachers’ knowledge will be increased and their potential for asking and investigating will be enhanced.

Semi-structured nterview were used to collect the data. Interview is a method of data collection that involves researchers asking respondents using oral-verbal stimuli with open-ended questions and get the oral-verbal responses also (Kothari, 2004; O’Leary, 2004). This study used interview because interview is the preferred method for researching attitudes because it permits issues to be explored in greater depth (McGrath, 2006), O’Leary (2004) described semi-structured interviews that are neither fully fixed nor fully free, and perhaps best seen as flexible. It means, “Interviewers start with some defined questioning plans

but be ready to pursue any interesting tangents that may develop.” (O’Leary, 2004, p. 164). It also means, in semi-structured interview, the questions are formulated but the interviewer may modify the format or questions during the interview process. Namaghi, et al. (2014, p. 124) elaborates that open-ended interviews used in collecting qualitative data is to avoid: “(1) setting limits on the range or length of responses, instead giving participants the opportunity to explain their position, feelings, or experiences; (2) inculcating the interviewers’ own value judgements and biases and imposing a perspective on participants.” The interview, however, is in Bahasa Indonesia in order to minimize understanding between the interviewee and interviewer.

3.2. Data and Data Source

Data source for this research was the teachers’ responses to the questions of the interview about to what extent the *BSE Bahasa Inggris for SMA/SMK* structure is well aligned with 2013 Curriculum.

The participants of this study were ten English language teachers who worked in several private and public high schools JABOTABEK. They were selected using a purposive sampling which the sample are selected deliberately by the researcher. The participants represented a range of educational backgrounds and working experiences. Most of them have used *BSE “Bahasa Inggris” for SMA/SMK* since the first edition. The rest have used it for a year and more.

BSE “Bahasa Inggris” for SMA/SMK is a series of English language textbooks for high school published by *Pusat Kurikulum dan Perbukuan*. The objects of this study are the revised version in 2016 until 2017. This book is also provided in electronic version (ebook) by the Ministry of National Education, so it is called *Buku Sekolah Elektronik*. *BSE* itself is proclaimed for books that meet national education standards at low prices and easily get by throughout the nation. As the main operational tool for implementing the curriculum, *BSE* was also made based on the applicable curriculum in 2013.

BSE “Bahasa Inggris” for SMA/SMK consists of two kinds of book, Students Book and Teacher Book. The Teacher Book contains procedures for using Student Book, starting from how to deliver material to assessing students' abilities. While the Student Book contains activities to achieve core competencies and basic competencies.

3.3. Time and Place of the Study

This study is conducted at 7 high schools, both public and private, in JABOTABEK. The data were taken in July, 2019. The detail of the schools, timeline of the study, and participants can be seen in the table below:

Table 3-1 The place and time to collect data

The place of interview	The date of interview	Number of participant
SMA Diponegoro 1 Jakarta	Senin, 22 Juli 2019	1 participant
SMAN 7 Tangerang	Selasa, 23 Juli 2019	2 participants
SMA Daya Utama Bekasi	Rabu, 24 Juli 2019	2 participants
SMAN 9 Bekasi	Rabu, 24 Juli 2019	1 participant
SMA Al Jannah Cibubur	Rabu, 24 Juli 2019	1 participant
SMAN 1 Cileungsi	Rabu, 24 Juli 2019	1 participant
SMAN 103 Jakarta	Senin, 29 Juli 2019	2 participants

3.4. Data Collection Procedure

The data collected through semi-structured interview. in collecting the data needed in this study, the researcher conducted some steps:

1. Constructing question for the interview adapted from previous study and was discussed to the advisor.
2. Determine the sample.
3. Asking permission from schools and the participants to do the interview.
4. Recording the interview session

3.5.Data Analysis Procedure

1. Categorize the interview questions based on the research question
2. Transcribe the audio recording, then identify corresponding responses to each research question
3. Analyze the frequency for each emerging theme
4. Make table of the frequency / percentage of responses

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the results of this study are presented. The chapter is divided into three sections. Those are data description, findings, and discussion used to synthesize answer of the research question about teachers' perceptions of the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI*.

4.1. Data Description

This present study aims to investigate teachers' perceptions of content alignment in the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* with 2013 Curriculum, especially the statements of Basic Competence Standards 3 and 4. The main research question is answered by elaborating the responses to four subquestions:

1. How do teachers perceived of the alignment between the Learning Objectives (LOs) in the textbooks and Basic Competence Standards statements 3 and 4?
2. How do teachers perceived of the alignment between the Teaching Learning Activities (TLAs) and the Learning Objectives (LOs) in the textbooks?
3. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Teaching Learning Activities (TLAs) in the textbooks?

4. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Learning Objectives (LOs) in the textbooks?

The data was gained through semi-structured interview to ten in-service english teachers from seven high schools in JABOTABEK. They have been using the textbook for at least 1 to 5 years.

In order to avoid misunderstanding and misinterpretation, the interview was conducted in Bahasa Indonesia. The question was divided into six parts, four sections to answer each research questions, one question about general information of teachers in using textbooks, and another about teachers' expectations of an ideal textbook.

Since the respondents also might forget their experience in using the textbook, during the interview the researcher also provided the *BSE "Bahasa Inggris" SMA/SMK* textbook year 10 and 11, and the statements of Basic Competence Standards number 3 and 4 from the revised 2013 Curriculum.

4.2. Findings

The result of the analysis are discussed in relation to answer the research questions. The findings show the frequencies and percentage to identify the teachers' perception toward the alignment of *BSE "Bahasa Inggris" SMA/SMK Kelas X dan XI*

How is teachers' perceptions of content alignment in the BSE "Bahasa Inggris" SMA/SMK kelas X dan XI with 2013 Curriculum?

This following chart answered the main research question about the teachers' perceptions of the overall alignment in *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI*.

Table 4-1 Teachers' perception toward the alignment of the textbooks.

Research Question	Questions' Answer					
	Completely Aligned		Partially Aligned		Misaligned	
	N	%	N	%	N	%
Do Learning Objectives (LOs) in the textbooks represent all topics mandated by Basic Competence Standards statements 3 and 4?	3	30%	7	70%	0	0
How is the alignment between the Teaching Learning Activities (TLAs) and the Learning Objectives (LOs) in the textbooks?	5	50%	5	50%	0	0
How is the alignment between the Assessment Tasks (ATs) and the Teaching Learning Activities (TLAs) in the textbooks?	3	30%	7	70%	0	0
How is the alignment between the Assessment Tasks (ATs) and the Learning Objectives (LOs) in the textbooks?	3	30%	7	70%	0	0
Average	35%		65%		0	

Table IV-1. presented the overall findings about the *BSE "Bahasa Inggris" SMA/SMK Kelas X dan XI* alignment based on teachers' perceptions. The results revealed that the textbooks are completely aligned based on 35%

responses. The majority responses, 65% indicated the *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are partially aligned.

Findings of this study are divided into four parts which answer each sub-research questions. The results show the frequencies and percentage to identify the teachers’ perception toward the alignment of *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI*. Each participants represent 10% of frequencies.

4.2.1. How do teachers perceived of the alignment between the Learning Objectives (LOs) in the textbooks and Basic Competence Standards statements 3 and 4?

This research question is to identify the distribution of Learning Objectives in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* whether it has included all the topics mandated by Basic Competence Standards statements 3 and 4 based on the teachers’ perceptions.

Based on the table IV-1, There are only 30% teachers stated that Learning Objectives in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are totally aligned with BCS number 3 and 4. It was proven by following statements:

“isi BSE sudah sesuai dengan KD 3 dan 4”. (Interviewee 9)

“sama. Karena yang pertama pasti offer and suggestion, ini juga sama. Trus ini juga offer sama suggestion”. (Interviewee 5)

Majority of the interviewees stated that the Learning Objectives in the textbook are partially aligned with curriculum. They argued that the distribution

of topics in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are out of order with the BCS 3 and 4. It was proven by the following statements:

“Kalo kelas 10 sih kalo saya liat emang sesuai sih, urutan urutannya ya. Misalnya 3.1 itu tentang jati diri, 3.2 itu tentang complimenting. Itu sudah sesuai dengan urutan kalo kelas 10. Tapi kalo kelas 11 kayaknya enggak sih. Ada beberapa yang gak sama gitu urutan-urutannya.” (Interviewee 2)

“Sesuai, namun ada beberapa yang tidak sesuai maka saya menggunakan referensi yang lain” (Interviewee 3)

4.2.2. How do teachers perceived of the alignment between the Teaching Learning Activities (TLAs) and the Learning Objectives (LOs) in the textbooks?

This research question identify the extent of *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI*’s TLAs could help students to achieve the LOs. Based on the answers of interview question, “Do the learning activities in each chapter in the BSE help the students to achieve the learning objectives?”, the percentage of partially aligned and completely aligned is the same.

There are 50% of interviewees stated that the TLAs are completely aligned with the LOs, as quoted by the following response:

“Kalau untuk tujuan sih udah bisa tercapai”. (Interviewee 2)

“Sudah, sudah sesuai. Karena memang buku ini sih sangat menunjang”. (interviewee 5)

The other half of interviewees stated that the TLAs have not helped students to achieve the LOs. According to the teachers, the sequence of activities is not good and the instructions are less challenging for students.

“Sudah, pasti membantu. Tapi jika murid hanya menggunakan ini, itu tidak ada improvement dari siswa yang benar-benar tertarik dengan pelajaran bahasa Inggris”. (Interviewee 3)

“Dengan basic (BSE) ini ada sih, cuma guru harus bekerja lebih keras gimana caranya itu anak bisa menghasilkan sesuatu dari mereka ingat, mengerti, sampai kategori ke creating. Kalau hanya mengandalkan ini aja memang kurang. Tapi gurunya yang harus membuat lagi.”. (Interviewee 6)

4.2.3. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Teaching Learning Activities (TLAs) in the textbooks?

This research question aims to know whether the assessment tasks in each chapter of *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are aligned with the TLAs that students have to do before. The result revealed that only 3 respondents perceived that TLAs in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are completely aligned with the ATs. The teachers argued that students only need to be led a bit in doing the assessment.

“Ini sudah sesuai sebenarnya. Karena di buku ini kan siswa betul-betul aktif ya, mereka hanya dileading sedikit saja”. (Interviewee 1)

However, most of the interviewees, 70% answered that TLAs and ATs in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are partially aligned. According to the teachers, assessment tasks tend to be easy and not creative, as cited in the following statement:

“kalau untuk pemahaman memang lebih mudah sih. Jadi kalau cari yang lain kan anak-anak biar lebih kreatif, mencari yang lain selain disini.” (Interviewee 2)

4.2.4. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Learning Objectives (LOs) in the textbooks?

This research question identify whether the Assessment Tasks show the ability of students to achieve the LOs. The results revealed that 70% respondents answered the LOs and ATs in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* are partially aligned. They argued that the ATs in the textbooks are time consuming and can not be done by all students because of their variety of needs.

“gak mencukupi waktunya. Tapi kadang-kadang saya ambil untuk penambahan source untuk ujian atau PR. Tapi kalau ulangan saya gak ambil dari sini sih, saya ambil dari source yang lain”.
(Interviewee 8)

“Saya tidak semua mengambil dari sini karena kendalanya adalah tidak semua siswa sama. Artinya punya IQ berbeda segala macam. Akhirnya saya harus mencari dari sumber lain supaya saya dapat melaksanakan tujuan pembelajaran yang ada di rpp saya”.
(Interviewee 9)

However, there are 3 respondents answered the ATs are completely aligned with the LOs. The assessment tasks are considered to be coherent and in accordance with basic competencies.

“Sudah, sudah sesuai. Bagus sih untuk urutan KD-KDnya”.
(Interviewee 3)

4.2.5. Discussions

This section elaborates the findings which were related to the previous studies. The discussion are explained by referring to the research questions.

How is teachers' perceptions of content alignment in the BSE "*Bahasa Inggris*" SMA/SMK kelas X dan XI with 2013 Curriculum?

Textbooks are the key component in most language classroom, so their quality can affect the learning experiences of students (Guilloteaux, 2013; Richards, 2001b). Ur (2015) added that relationship between teachers and textbooks is basically a symbiotic which both need the other for optimal functioning. Knowing teachers' perception help gain deeper understanding of teachers' behaviors in classrooms (Srakang & Jansem, 2013) and reflect what textbook gives to the teacher and students. And it is very useful because according to Newton and Newton (2009A) in (Guilloteaux, 2013), "quality textbook should be a model of good teaching and should facilitate students' language learning" (Cook 1998; Tomlinson 2008, 2011; Waters 2009).

Textbook can be functioned as a tool for implementing curriculum in the classroom. And the well-structured textbook is the best to support the introduction of curriculum. Even so, textbooks may not suit all learners' needs because its made for global markets. Biggs (2014) argue that learning is best achieved if there is a constructive alignment between the learning goals, teaching/learning activities, and assessment tasks. Learning goals can be formulated based on the statement of curriculum, then translated into some intended learning outcomes. Then the teaching/learning activities should be purposeful to achieve the learning

outcomes. To measure the students' development and achievement, in the end of the course, a reliable assessment conducted.

To follow up this argument, the researcher analyzed data from interview that reflects the teachers' perception as the user. In overall, the finding showed that the content of *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* are aligned with the topic mandated by Basic Competence Standards number 3 and 4 in 2013 Curriculum.

Alignment in educational system was described as a situation where standards, education, and assessment are aligned in a line (Nasstrom & Henriksson, 2008). Alignment studies have certain criteria, and the first commonly used criteria is determined by cognitive complexity. Cognitive complexity is assumed to be the level of complexity of the information and the complexity of the students are supposed to do with information. Based on the study conducted by Nasstrom and Henriksson (2008), Bloom's revised taxonomy is useful to analyse the alignment. They further describe the alignment criterion of cognitive complexity is by a scale from low to high.

In overall, the finding showed that the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* are partially aligned with average 65%. This is because the learning steps are not coherent, supported by the statements below:

"Kronologisnya ini loncat loncat. Sekarang contoh ini ya, kalo ini masih masuk nih. Talking about self istilahnya pengenalan diri. Nah, kalau saya yang jelas, ilmu jaman dulu ya kan, dari talking about self misalnya kita langsung ke compliment, ini kalau saya

gamasuk. Bagaimana caranya kita, kalau seumpamanya dari talking about self, berarti kita alurnya bagaimana kita masukan ke tipe description. Logikanya kan begitu”. (Interviewee 10)

The teachers considered the step of learning activities are not sequential in accordance with cognitive complexity proposed by Blooms' taxonomy. This causes the teacher to adapt a lot. Then, the teacher eventually prefers to use other books as the main source of learning compared to BSE which requires a lot of adaptation. Besides the Cognitive complexity, alignment should include content criteria. Polikoff and Porter (2014) highlighted the important role of content coverage. They stated that aligning instruction with content standards is one of the main policy objectives in standards-based reforms and can predict effective teaching. The respondents of this study tend see the content of the *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* are partially aligned, as the following quotation.

“Kita kan ada 4 skill, cuma mereka ga provide listening disini. Jadi ya lagi lagi kita perlu supplement dari yang lain. Yang lebih canggih, dimana hanya tinggal scan barcode, kerekam , kedownload, ke anak anak”. (Interviewee 6)

“Cuman kita kalau bahasa inggris kan ada reading, speaking, writing, listening. Paling writingnya disini. Kalau yang lain sih sama aja. Listeningnya juga kurang sih disini. Makanya kadang anak-anak mencari sendiri kalau listening. Disini kan banyakan reading sama speaking ya karena kan dialog-dialog”. (Interviewee 2)

According to the teachers, the BSE does not cover the four language skills that students need whereas in the curriculum students are expected to have these 4 language skills. For example, BSE does not contain listening activities at all even eventhough in KD 4 students are often asked to make oral and written

transactional texts about the significant. After that, the students are required to practice the oral text. It should be better if students already knew how to pronounce the significant words or the different tone to ask and answer.

The teachers also complained that the time allocation for using the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* was not in accordance with the time given for the English lessons stated in the syllabus. According to them, the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* cannot be used fully due to lack of time.

"Harus diingat, bahasa inggris wajib itu hanya 2 jam (pelajaran). Sekolah swasta, bebannya adalah pada waktu yang sempit. Orang yang buat soal (buku) kan tidak tahu bagaimana di lapangan. Dalam waktu misalnya, 2 pertemuan atau 3x pertemuan materi itu harus selesai sementara anak-anak itu kan tidak selalu ada di kelas. Dalam artian, pada waktu kita mengajar kadang-kadang dia ada kegiatan, pramuka di luar, ada libur, waktu otomatis berkurang. Kemudian waktu pengondisian anak juga memakan waktu. Guru harus pandai-pandai memanfaatkan waktu". (Interviewee 8)

"*Kan bahasa inggris cuma diberi jatah 2 jam pelajaran seminggu. Kalau kita ikutin model gini, tidak mungkin*". (Interviewee 10)

This is the most significant problems complained by the teachers during the interview. The change in English teaching hours to 2 hours makes it difficult for teachers to apply BSE effectively. This is also due to the fact that in the curriculum, the class time for English is 4 hours. The teacher considers the BSE which is based on the curriculum is also designed to fulfill 4 hours of English lessons in a week.

4.2.6. How do teachers perceived of the alignment between the Learning Objectives (LOs) in the textbooks and Basic Competence Standards statements 3 and 4?

McGrath (2013) argued that *“The better materials are, the more helpful they will potentially be,”*. As the document curriculum, textbooks used as the main source of learning to achieve basic and core competencies. The content of textbook must meet the material aspects, linguistic aspects, presenting material aspect, and the graphic aspects (Permendikbud No. 08, 2016). Therefore, it is crucial that the material in the textbook are aligned with the aims of curriculum. According to Polikoff (2015), a textbook can be considered aligned with the standard, the book must address all of the content specified in the standards at the target grade levels and no content that is outside the scope of the standards.

Based on the interview, all the teachers believe that Learning Objectives is notable in planning or starting learning activities. It was proved by the statements below:

“Penting lah, soalnya kan anak harus tau ya. Misalnya dia mempelajari jati diri, tujuannya apa, itu kan harus tau. Makanya kita kan sebelum mengajar harus dikasi tau tujuannya apa, kemudian KDnya apa itu kan harus disebutkan pada saat kita baru memulai materi ya”. (Interviewee 2)

“Sangat penting sekali, karena waktu kita memulai mengajar itu kita harus menyampaikan kepada siswa tujuan pembelajaran apa yang harus mereka capai”. (Interviewee 3)

“Sangat penting sih. Jadi kita tahu hari ini kita mau ngajar apa dan tujuan kita mengajar hari ini apa. Misalkan kita mau ngasi tau tentang expression giving suggestion and offering gitu ya. Tujuan kita agar si studentsnya mengerti bagaimana cara mereka kalo mau ngasi saran atau suggestion itu gimana ya. Itu tujuannya, gitu. Jadi

tujuan awalnya kita harus tau. Kita mau ngajar materi ini tuh untuk apa gitu”. (Interviewee 5)

The teachers believe learning objective can lead them to the learning activities that are suitable for achieving that objectives. Therefore, they also considered that textbook should mention Learning Objectives statements clearly. It is similar with Amer (2006) statement, that LOs statements can be useful to see how well-aligned of the textbook and curriculum standards. Unfortunately, data analysis in the findings showed that the only 60% of teachers’ perceived that *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI* state Learning Objectives in each chapters. While the rest stated that there is no Learning Objectives statements in *BSE “Bahasa Inggris” SMA/SMK Kelas X dan XI*. Instead, the textbook mention the statements Basic Competences Standards number 3 and 4 in each chapters, as following:

“Kalau disini hanya ada KDnya saja. Sebenarnya buku perlu (mencantumkan TP di setiap bab) agar guru ga ngawur kemana-mana”. (Interviewee 1)

“Di setiap babnya sih cuman kompetensi dasarnya apa yang diajarin, trus dia gak giving langsung gitu tujuan pembelajarannya apa aja”. (Interviewee 5)

“Ini kelas 10 ada. Kalo kelas 11nya cuma ada ini aja, kompetensi dasar. Tujuan pembelajarannya gaada. Itu bedanya. Kelas 12 ada, sama. Kelas 10. 12nya ada tujuan pembelajarannya. Tapi kelas 11nya Cuma ada kompetensi dasar”. (Interviewee 6)

Since some teachers perceived there is no LO statement in *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI*, they are asked to compare whether the materials in the textbooks have contained all topics mentioned in Basic Competence Standards 3 and 4 in 2013 Curriculum. Panjaitan (2013) stated that

the Core Competences and Basic Competence Standards in curriculum were too general. Therefore, textbooks and teachers should formulate the Learning Objectives clearly. The interview revealed most of the participants see that *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* are partially aligned with the Curriculum standards. Those are the teachers’ perception that can classify LOs in the *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* are slightly aligned:

“ada sesuai. Di sisi lain ada yang gini pas kita lihat pemahamannya sedikit aja gitu ya. itu agak... tidak bisa materi sini kita implementasikan ke tiga lalu ke empat. jadi salah satu bisa ke tiga atau ke empat. tapi kan kalo kita... apa ya... harus kesini, berarti kan kita yang harus perbandingan” (Interviewee 4)

“Kalo dengan kurikulum sesuai. Cuma ya itu aja, penyajiannya, tampilannya, urutan-urutannya, kelengkapannya saja yang kurang menurut saya. Kurang komunikatif aja” (Interviewee 7)

Based on the result of the interview, only 30% respondents perceived that there is complete alignment between the Learning Objectives and curriculum standards. It was proved in the statements below:

“sama. Karena yang pertama pasti offer and suggestion, ini juga sama. Trus ini juga offer sama suggestion”. (Interviewee 5)

Even though the topic of the textbook material has been made based on the mandate from Basic Competence Standards in 2013 Curriculum that have to be achieved, the teachers complained that the order was not well-structured or too short so they had to adapt. Therefore, all respondents do not use *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* exclusively but accompanied with other sources to fulfill the lack of materials and activities. It can be proven by the following statements:

“(menggunakan BSE) mungkin 50 atau 60%. Hanya untuk poin-poinnya aja ya. Tapi nanti pada saat pelaksanaannya, penjelasannya ya kita tambah lah apalagi dengan exercisenya”. (Interviewee 4)

“Sekarang sebetulnya sih (menggunakan BSE) ga seintensif kita pake buku dari penerbit lain gitu. Paling sekitar 40% saya pake dari buku ini. Karna yang tadi, ada banyak kekurangannya juga. Jadi kita lengkap dengan buku dari penerbit lain, bukan dari pemerintah”. (Interviewee 6)

“(Presentase menggunakan BSE) palingan hanya 30 sampai 40% ya karena kita juga ada buku LKS ya. Jadi lebih banyak untuk latihan, membuat anak mau mengerjakan tugas itu lebih banyak di buku LKS. Karena buku LKS itu kan bisa dicoret-coret. Kalo buku ini kan pinjaman. Nah itu satu. Yang kedua mungkin kurang itu aja sih, kurang apa ya, kurang menarik gitu bukunya. Untuk kelas 10 ya.” (Interviewee 8)

“Saya lebih banyak pakai buku ini (BSE). Karna kan bagaimana pun kita untuk ulangan akhir semester. Kan dari sini inputnya. Artinya saya disodorkan dari sekolah 70:30 lah. 30nya ngambil dari “Pioneer” yang disesuaikan dengan KI KD”. (Interviewee 9)

The study conducted by Srakang (2014) suggested that some teachers did not rely solely on their English textbooks when teaching. In line with Srakang, the researcher found the following sources that used by the teachers besides *BSE “Bahasa Inggris” SMA/SMK*. The research found that some teachers use the same sources.

Table 4-2 Teachers’ choice of other teaching sources beside the BSE “Bahasa Inggris” SMA/SMK.

Other Sources used by teachers											
Publishers								Internet		Magazine and Newspaper	
Erlangga		Intan Pariwara		Grafindo		Other Publishers					
N	%	N	%	N	%	N	%	N	%	N	%
5	25%	3	15%	3	15%	2	10%	6	30%	1	10%

Table 4-2. shows that majority of the interviewees used internet to complement their teaching from the lackness of the *Buku Sekolah Elektronik “Bahasa Inggris” SMA/SMK*’s materials as quoted within the interview:

“(BSE) kurang komunikatif. Kurang banyak juga. Walaupun ada saya gunakan, tapi lebih banyak dari internet”. (Interviewee 8)

“Kalo sama KD yang tercantum dari kurikulum (BSE) mah sesuai, tapi dengan tujuan pembelajaran saya sendiri, ini kurang. Makanya kadang dilengkapi buku lain atau liat dari internet”. (Interviewee 5)

Internet were used because its the cheaper and easier way to find the materials. The teachers also asked students to browse the internet when they study independently. Besides internet, the teachers used a variety of textbooks beside *Buku Sekolah Elektronik “Bahasa Inggris” SMA/SMK*. The most widely used textbook is Pathway from Erlangga.

“Kalo saya senengnya memakai Pathway itu dari Erlangga. Kita bisa mengkomunikasikannya dengan jelas ke murid. Gambar2nya lebih menarik, teksnya juga lebih kekinian, lebih bagus. Mereka juga sesuai dengan kurikulum”. (Interviewee 8)

“Saya tidak semua mengambil dari sini (Buku Sekolah Elektronik) karena kendalanya adalah tidak semua siswa sama. Artinya punya IQ berbeda segala macam. Makanya saya butuh pioneer dan mencari buku lain dari internet segala macam. Jadi saya tidak hanya dari sini (Buku Sekolah Elektronik). Karena ada beberapa anak yang kurang paham, ‘kok ini ringkas banget si mister’, kurang detail, kurang dites segala macam”. (Interviewee 9)

They argued that the others textbook had more detailed materials and clearer instructions. Those two books also made based on the 2013 Curriculum, so it is suitable to use to achieve the curriculum standards. Although there are many activities that can be chosen by the teacher, the application time is very efficient.

4.2.7. How do teachers perceived of the alignment between the Teaching Learning Activities (TLAs) and the Learning Objectives (LOs) in the textbooks?

Textbooks must contain activities for students and these activities are used in the learning process (Permendikbud No. 08, 2016). In order to achieve the objectives of the curriculum, the activities in the curriculum document, here is textbooks, must be arranged properly. This is in line with Gorin & Blanchard (2004) said, the most efficient and effective learning is the result of the alignment between classroom instruction and materials with objectives or standards and test. Based on the interview, the activities *Buku Sekolah Elektronik “Bahasa Inggris” SMA/SMK* are partially aligned with the Learning Objectives stated in Basic Competence Standards. The interviewees complained that the instructions can not help students to achieve the objectives. Ur (2015) claimed that textbooks do not fulfill learners’ needs and the topics covered in textbooks are not interesting to learners and this study found the same problems. The teachers claimed that students are not interested to use the *Buku Sekolah Elektronik “Bahasa Inggris” SMA/SMK* because of the design.

“...kekurangan buku ini (BSE) layoutnya di awal. Kebanyakan kalau tahun gini, kayak gini aja, kalau kita liat, jangankan siswa ya, kita aja guru first impressionnya aja ga impressive banget. Masa udah tahun 2000an masih begini begini sih. Trus mereka pilihan teksnya harusnya mah harusnya lebih update lagi. Yang kira kira bisa arousing students interest gitu untuk baca. Jadi jangan pake yang ini gitu ya”. (Interviewee 6)

The design of BSE was considered too old-fashioned, even students can make text designs better than the examples in the textbook. It does not have to be colorful and lots of pictures, it would be better if the design is minimalist and up to date. It can be with authentic images, not cartoons. Moreover, textbooks are generally designed for worldwide markets (Richards, 2001). So, there has been mismatch between what textbook writers provide and what is needed in real educational. The findings of this study is consistent with the findings in Richard (2001).

“Saya menyesuaikan dengan gimana jenis siswanya itu sendiri, gabisa kita langsung pake semuanya. Buku secara global kan? Gabisa siswa disamakan semuanya”. (Interviewee 4)

“Saya tidak semua mengambil dari sini (BSE) karena kendalanya adalah tidak semua siswa sama. Artinya punya IQ berbeda segala macam.” (Interviewee 9).

Teachers are aware that textbooks are made for a broad market, and therefore they are required to adapt based on their learners' needs. The adaptation included the materials, activities, and tasks. To achieve each goal, steps that are coherent and logical are needed (Panjaitan, 2013). The result of this study indicated that the steps of learning activities in the textbooks is not coherent. The activities were too short or difficult for students to achieve their learning goals, as cited in the following statements:

“Iya. Apalagi disini tuh kalo menurut saya singkat. Maka dari itu lah anak-anak harus punya critical thinking yang tinggi”. (Interviewee 9)

“Seharusnya sudah sesuai sampe create karena di SMA harusnya C4, 5, 6. C1, 2, 3 itu di SMP. C1, 2, 3 jembatan sebenarnya. Tapi

ini malah yang disediakan jembatannya saja. Jadi ke C4, 5nya hanya sedikit sekali. (Interviewee 1)

The non coordinate order of learning steps and the short explanation of instructions from BSE demanding students to think critically about what the book asks them to do. Students will not be asked to think independently. It is the teacher who is responsible to understand the textbook's instructions and then translating them into language that is easier for students to comprehend.

4.2.8. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Teaching Learning Activities (TLAs) in the textbooks?

Implementing curriculum based on Basic Competence Standards is not easy for teachers (Panjaitan, 2013). Therefore, textbooks are needed as operational tools that help teachers implement the curriculum. Polikoff (2015) defined the best textbooks are the ones that are best aligned to the standards and assessments. However, the existing textbooks are also inadequate to create a conducive learning atmosphere (Panjaitan, 2013). The similar results was found in this study. From a total of 10 interviews, 70% found that ATs are partially aligned with TLAs.

As cited in Zahan and Begum (2013), “the primary focus of evaluation is to determine whether the goals and objectives of a language program are being attained – that is whether the program is effective”, (Richards1990:17). The findings of this study revealed that the ATs in *Buku Sekolah Elektronik “Bahasa*

Inggris” SMA/SMK Kelas X dan XI are partially aligned with the TLAs. The interviewees stated that not all chapters contain appropriate assessments and there were not even clear instructions in the assessment activities.

“Sesuai tapi tidak seluruhnya sesuai, tergantung pada kondisi topik yang diajarkan. Kalau misalnya topiknya sesuai dengan buku itu, ya bagus. Tapi walaupun demikian tetap kita masih menggunakan buku rujukan. Jadi tidak total menggunakan buku BSE ini. Tetep kita pake buku rujukan” (Interviewee 3)

“Kalau menurut saya kurang. Karena penilaian itu kan banyak banget ya. Kalo kita hanya mengandalkan dari sini sih kurang”. (Interviewee 5)

“Mereka (BSE) sih kayaknya disini gak kasi panduan ya, mba. Gaada panduan untuk penilaiannya seperti apa sih”. (Interviewee 6)

The teachers considered the assessment task is not entirely in accordance with the learning activities due to the lack of assessment tasks provided at BSE while the previous learning activities are not many. In addition, the teacher also questioned the lack of guidance in working on the assessment, it makes teachers could not ask the students to do it and prefer to look for other sources to take the assessment.

4.2.9. How do teachers perceived of the alignment between the Assessment Tasks (ATs) and the Learning Objectives (LOs) in the textbooks?

Assessment tasks are needed to validate whether the standards have been achieved or not. Therefore, assessment activities need to be constructed aligned with the learning objectives – what to be achieved. If the assessment procedures are at variance with the objectives and fail to measure accurately what they are

intended to measure, there is likely to be harmful effect on learning (Zahan & Begum, 2013).

In each chapter at BSE there is a summative assessment aims to evaluate students' achievement in accordance with the learning objectives at the beginning. However the results of the study showed that these activities could not be used without revision. The teachers need to make improvements and additions to the assessment activities so they adopt other sources.

“Kegiatannya paling yang saya anggap sesuai saya ambil. Cuma untuk poin penilaiannya saya bikin sendiri” (Interviewee 6)
 “(saya menggunakan penilaian di BSE) tapi dengan improvisasi ya, perbaikan sedikit-sedikit”. (Interviewee 4)

The same as the teacher's opinion in the previous discussion points, the teacher also considers the assessment task is not fully in accordance with the learning objectives. The teacher rarely uses the assessment task in this BSE because his activities cannot demonstrate student achievement against the expected standards or goals. Most of the assessment tasks only require students to make written texts and not comply with basic competence standards.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

This chapter concludes the findings and discussions of the study which have been described in the chapter four. The conclusion and recommendation of the study dealing with teachers' perceptions on the alignment of the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI*. The limitation highlights the deficiency of this study. The recommendations are mentioned for the further researchers and the publishers of English textbooks in the end of this chapter.

5.1 Conclusion

To conclude, this study investigated teachers perceptions toward the alignment of the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI*. The alignment includes: Learning Objectives (LOs) and content curriculum, Teaching Learning Activities (TLAs) and LOs, Assessment Tasks (ATs) and TLAs, ATs and LOs. The results indicated that teachers see the *BSE "Bahasa Inggris" SMA/SMK kelas X dan XI* are partially aligned with the Basic Competence Standard number 3 and 4. The teachers perceptions can be concluded as follow:

1. Textbooks do not state clear learning objectives that are translated from Basic Competence Standards whereas the LOs statement is useful to see how well-aligned of the textbook and curriculum standards.
2. Textbooks cannot be used independently because the topics mandated by the curriculum are not fully reflected in the textbooks. Teachers still

need to use other sources such as the internet and books from publishers.

3. The assessment tasks in the the *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* do not sufficiently show the students' achievement of the learning objectives or standards because there are no clear instructions. Teachers have to adapt and adopt from other sources
4. Using the *BSE “Bahasa Inggris” SMA/SMK* is not efficient because the time available for English lessons is only 2 hours a week

5.2 Limitations of the study

A major of limitation of this study were found due to the limitation of time and expertise. This study were conducted using retrospective study which designed to evaluate used materials (Ellis, 2011). The teachers were asked to recall their experiences while using the *BSE “Bahasa Inggris” SMA/SMK kelas X dan XI* during teaching and learning process. Hence, the manifest of data cannot be specific. Furthermore, since data only were only from *SMAll* sample, which is from ten teachers, the researchers could not make generalization from the results of this study.

5.3 Recommendation

Based on the result of this study, the researcher gives recommendation for textbook publishers and further research.

Teachers

The teachers who were respondents in this study gave similar perception to the BSE. All of them stated that teaching materials or accompanying books were needed to complement the shortcomings of BSE. These supplements are needed solely to help students achieve curriculum standards. Therefore, the researcher also recommends that teachers continue to strive for learning that can help students achieve curriculum goals by maximizing BSE as well and make the effective learning activities from it.

The textbook developers

Since the textbook developers make textbook to be useful for teachers, investigating teachers' attitude of their textbook is considerable. This study offers better insight for the textbook developers, especially English textbooks about teachers' perception toward textbooks they used in classrooms. Some surveys or market research on what teachers and students actually need might be done before produce a new textbook. It is more better if the textbook developers give some teachers the un-released textbooks and let them do predictive evaluations and give opinions to the textbooks. The most recommended thing is always use Basic Competence Standards and syllabus as foundation in preparing the textbooks because the textbook is the main operational tool for implementing the curriculum.

Further Research

For the next researcher can do the same research with broader samples in order to make generalization of this topic. Further research by analyzing the content of textbooks and comparing with the curriculum might be favorable to assure teachers' perceptions about instructive alignment on textbooks.

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APPENDICES