# STUDENTS' PERSPECTIVES OF INTERNATIONAL ENGLISH COURSEBOOK IN INDONESIAN EFL CLASSROOMS

# THESIS

Submitted in partial fullfilment of the requirement for the degree of Sarjana Pendidikan (S. Pd) in Teaching English.



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#### ABSTRACT

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Key Words: Students' Perspectives, International English Coursebook

Nowadays, International English Coursebook which is designed based on the International Curriculum becomes one of the English coursebooks used in Indonesian EFL classrooms. This kind of English Coursebook not only used by the schools that implement the International curriculum but also used by the schools that implement national ones. "English in Mind" is an International English coursebook designing according to the International Cambridge curriculum and it is implemented by several schools in Indonesia. From this phenomenon, this study aimed to describe students' perspectives of the use of the International English coursebook in EFL classrooms and explore its benefit in classroom practices. The study used a qualitative approach and collect the data at Al-Muslim Senior High School as an Islamic School who implement the 2013 Curriculum by interviewing an English Teacher there and distributing questionnaires to 30 students who use "English in Mind" in their EFL classrooms. This study found that "English in Mind" was used as a source of materials, a source of learning culture, and provides learning activities. Students also believed that 'English in mind' provided interesting materials by offering the tasks or activities that could facilitate students'vocabulary skills, and improve their receptive skills such as listening and reading.

# ABSTRAK

Anisah, N, 2020, Students' Perspectives of International English Coursebook in Indonesian EFL Classrooms. A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M. Ed, Grad.Dip. Tesol and Rakhmawati, M.Pd.

Key Words: Students' Perspectives, International English Coursebook

Kini, Buku pelajaran Bahasa Inggris Internasional yang dirancang berdasarkan Kurikulum Internasional menjadi salah satu buku pelajaran Bahasa Inggris yang digunakan di kelas EFL Indonesia. Buku Bahasa Inggris jenis ini tidak hanya digunakan oleh sekolah-sekolah yang menerapkan kurikulum Internasional tetapi juga digunakan oleh sekolah-sekolah yang menerapkan kurikulum nasional. "English in Mind" adalah buku pelajaran Bahasa Inggris Internasional yang dirancang sesuai dengan kurikulum International Cambridge dan diterapkan oleh beberapa sekolah di Indonesia. Dari fenomena ini, penelitian ini bertujuan untuk menggambarkan perspektif siswa tentang penggunaan buku pelajaran Bahasa Inggris Internasional dikelas EFL mereka dan mengeksplorasi manfaatnya dalam praktik ruang kelas. Penelitian ini menggunakan pendekatan kualitatif dan mengumpulkan data di SMA Al-Muslim sebagai Sekolah Islam yang menerapkan Kurikulum 2013 dengan mewawancarai seorang Guru Bahasa Inggris di sana dan mendistribusikan kuesioner kepada 30 siswa yang menggunakan "English in Mind" dikelas EFL mereka. Penelitian ini menemukan bahwa "English in Mind" digunakan di kelas EFL sebagai sumber materi pelajaran, sumber untuk belajar budaya, serta menyediakan kegiatan pembelajaran dan berdasarkan perspektif siswa buku ini memberikan dampak positif dalam menyediakan materi yang menarik juga mengembangkan kosakata siswa, dan mengembangkan kemampuan reseptif mereka seperti mendengarkan dan membaca.

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The author realizes that this thesis has not been perfect, both in terms of material or presentation. The suggestions and constructive criticisms are expected in the completion of this thesis.

Recently authors hope that this thesis can provide useful things and add insight to the reader, and especially for the writer as well.

Sidoarjo, 16 July 2020

The writer

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# LIST OF ABBREVIATIONS

EFL

English as a Foreign Language



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# CHAPTER I INTRODUCTION

The first chapter addresses the recent theories on the area of International English Coursebook that will be covered in some headings: (1) background of study, (2) research questions, (3) objectives of the study, (4) significance of the study, (5) scope and limitation of the study, (6) definition of key terms.

#### A. Background of Study

English Coursebook is the complete package of English skills and components that help both teachers and students as their learning sources which contains materials and exercises to help them in their English teaching-learning process.<sup>1</sup>It is tool for providing useful ready-made a English materials.<sup>2</sup>Moreover, in teaching and learning English process, English Coursebook can be used as a syllabus, as sources for presentation material and activities for students' practice and communicative interaction.<sup>3</sup> In summary, English Coursebook is important and have significant roles for both teachers and students in their English teaching and learning process.<sup>4</sup> In Indonesia as a country that is learning English as a Foreign Language, English Coursebook becomes one of the common materials which used by English teachers and

<sup>&</sup>lt;sup>1</sup>Yulianti, R.2011. Content Analysis on the English E-Book." Developing English Competencies for Senior High School (SMA/MA) Grade X". *Unpublished Thesis*. Malang: Faculty of Letters State University of Malang.

<sup>&</sup>lt;sup>2</sup>Charalambous, A.C. 2011. The role and use of Coursebook in EFL.

<sup>&</sup>lt;sup>3</sup>Cunningsworth, A.1995. Choosing your coursebook. Oxford: McMillan Heinemann ELT.

<sup>&</sup>lt;sup>4</sup>Angeliki C. 2011. The role and use of Coursebook in EFL.

students inside and the outside of their classrooms. In Indonesia, the use of English Coursebook depends on the curriculum implemented by the schools. It is supported by Richards and Rodger who state that, a coursebook is a curriculum element that acts as anaspect of content and scope in the syllabus.<sup>5</sup> The schools that use the national curriculum for instance 2013 curriculum, automatically use English Coursebooks that are designed based on the 2013 curriculum such as 'When English Rings a bell' and '*Buku Bahasa Inggris*' that published by *Pusat Kurikulum dan Perbukuan Kementerian Pendidikan dan Kebudayaan*.

Besides that, there are more than 218 schools in Indonesia have been registered as the schools which Implement International Curriculum like Cambridge International Curriculum<sup>6</sup> that number does not include the number of schools that use another International curriculum such as the IB or International Baccalaureate<sup>7</sup> and Singaporean Curriculum. The schools who implement the International Curriculum they will automatically use foreign English coursebook or International English coursebook which will appropriate with the implemented curriculum. There are some International English coursebook that we can find such as 'Think' and 'English in Mind' from Cambridge University Press. On the other hand, there are some schools in

<sup>&</sup>lt;sup>5</sup>Richards, J. and Rodgers, T. 2001. *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

<sup>&</sup>lt;sup>6</sup>Heru Andriyanto. Sekolah Indonesia terapkan Kurikulum Cambridge Internasional. 2018. https://www.beritasatu.com/nasional/503925/218-sekolah-indonesia-terapkan-kurikulumcambridge-international. (Accessedon Saturday 28 December 2019 at 13.17)

<sup>&</sup>lt;sup>7</sup>International Baccalaureate or IB Curriculum.2019.https://www.ibo.org/programmes/primaryyears-programme/curriculum/. (Accessed on Sunday, 29 December 2019)

Indonesia who still implement the National Curriculum but using International English Coursebook as their source in their EFL Classrooms.

Preliminary research has been conducted by the researcher to find out the school that uses International English Coursebook and implements the national curriculum in Sidoarjo and found an Islamic School namely Al-Muslim Senior High School. That school is one of an Islamic school which located in Sidoarjo city. This Islamic school uses an International English Coursebook in their EFL Classroom "English in Mind". According to Mr. Surrur as the English teacher there <sup>8</sup> the use of the International English Coursebook in this school is not only for their Senior High School, but it is already used by their Elementary schools. It becomes one of the reasons for their senior high schools about why they use the International English Coursebook in their EFL Classrooms. Then, what is International English Coursebook itself?

International English Coursebook is an English Coursebook published by foreign or International publishers<sup>9</sup>. Nowadays, English Coursebooks from the International publishers such as Cambridge University Press, Pearson and Mceducation are frequently used in Indonesian schools. Not only in Indonesia, the English Coursebooks that published by those publishers are also widely used in some countries as learning resources for their EFL or ESL Classrooms.One of the International English Coursebooks that commonly used in Indonesian

<sup>&</sup>lt;sup>8</sup>Surur Interview.2019. "Students' Perspectives of International English Coursebook in Indonesian *Efl Classrooms*" Al Muslim Senior High School. Sidoarjo.

<sup>&</sup>lt;sup>9</sup> Saricoban, A, Can, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. *Procedia-Social and Behavioural Sciences*. Turkey

EFL Classrooms is the "English in Mind" series from Cambridge University Press. This Coursebook is used by several schools in Indonesia that implement the national curriculum. "English in Mind" is an English coursebook created by Herbert Puchta, Jeff Stranks, Richard Carter and Peter Lewis-Jones. This coursebook is available for the beginner to advanced level.<sup>10</sup>This coursebook is categorized as International Coursebook because it is published by Cambridge University Press and designed by adopting the Cambridge International Curriculum.

In connection with the title of this study which discusses the use of the International English Coursebook in the Indonesian EFL Classrooms based on students' perspectives, 3 studies that discuss the International English coursebook have stated as previous studies.Firstly, a study from Turkey by Nilufer and Saricoban,<sup>11</sup> who discuss about the International English Coursebook entitled "An Evaluation of the 9th grade local and the International English Coursebooks in terms of Language skills and components" This study focuses on comparing between International English Coursebook and National English Coursebook by evaluating the elements of linguistic skills and the International English Coursebook is better than the National English Coursebook in all of the language skills and components.

<sup>&</sup>lt;sup>10</sup>Rynanta, CyntiaAtjnaReinildis, Ruslan, Suharmanto. Content Analysis on the English Textbook Entitled "English in Mind Starter (Students' book)

<sup>&</sup>lt;sup>11</sup>Saricoban, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. Procedia-social and behavioural Sciences, Turkey

Secondly, a study came from Indonesia about the International English Coursebook entitled "Content Analysis on the English Textbook titled English in Mind Starter" based on the title we can see that this study is analysing the content of 'English in mind starter' coursebook. This study is documentary analysis research and the researcher collected the data by checking the quality of the coursebook based on the theory of good EFL textbooks. This study found that 'English in Mind Starter' English Coursebook was already fulfilled 79.86% criteria of a good English coursebook which means that the English in mind starter fulfilled the requirements as a good EFL coursebook.<sup>12</sup>Another study also came from Indonesia by Vedyanto, the study titled "Evaluation of the English Textbook 'English in Mind 1 (2nd edition)'". The researcher of this study evaluates 'English in Mind' English Coursebook that used as learning sources at Santu Petrus Junior High School.

Quantitative data on this study was collected through distributing questionnaires and interviewing students and also the English teachers of Santu Petrus Junior High schools about their perceptions regarding the use of this English Coursebook, the positive and negative values that are contained there. The result of this study showed that the opinions of teachers and students regarding the use of International English Coursebook 'English in Mind' were

<sup>&</sup>lt;sup>12</sup>Rynanta, CyntiaAtjnaReinildis, Ruslan, Suharmanto. Content Analysis on the English Textbook Entitled "English in Mind Starter (Students' book).

able to have a positive effect. Almost of English skills that are contained in this English Coursebook fulfil students' and also teachers' need.<sup>13</sup>

As we know from the previous studies that have already mentioned above, all of them concluded that the International English Coursebook has positive impacts and responses from both students and teachers as the users. Two of the previous studies above also talked about the same English Coursebook "English in Mind".What makes this study different from the studies above are that this study focuseson describingthe use of the International English coursebook "English in Mind" in Indonesian EFL classrooms, and this study only focused on Al-Muslim senior high school as an Islamic school that implements the national curriculum but use International English coursebook in their EFL classrooms and also explores students' perspectives of the use of this coursebook in their learning process.

### **B. Research Questions**

- How is the International English Coursebook 'English in Mind' used in the EFL Classrooms at Al-Muslim Senior High School?
- 2. What are Students' perspectives about the use of International English Coursebook "English in Mind' in their EFL Classrooms?

<sup>&</sup>lt;sup>13</sup>Vedyanto. 2017.Evaluation of the ELT Textbook: English in Mind 1 (2<sup>nd</sup> edition). Asian EFL Journal. P.91-121.

### C. Objectives of the Study

The current study is aimed;

- To describe the use of International English Coursebook 'English in Mind' in the EFL Classrooms at Al-Muslim Senior High School.
- 2. To explore the students' perspectives about the use of International English Coursebook "English in Mind" in their EFL classrooms.

### D. Significance of the Study

The researcher hopes that this study has some significance:

- 1. The result of this research can be used as the reference to another researcher who will conduct and interest a research about the same topic
- 2. The result of this study can be used as a reference for the school that already used the International English Coursebook about the impact of using this coursebook in their EFL Classrooms.
- 3. The result of this study can be used as a reference for the school who have not used this kind of English Coursebook to consider using this kind of English Coursebook to create a more interesting and effective English teaching and learning process.
- 4. The result of this study can be used as a reference for the English teacher to consider the students' perspectives about the strength and weaknesses in using this English Coursebook.

#### E. Scope and Limit of the Study

The limitation of the study only in the students' perspectives from tenthgrade students as the fisrt year students at Al-Muslim Senior High School. As the first year, the English Coursebook published by Foreign Publishers in their EFL Classrooms probably something new for them. There were 30 students and an English teacher who participated in this study.

This study was conducted at Al-Muslim High School in Sidoarjo as a school that implements the National Curriculum but uses the International English Coursebook 'English in Mind' in their EFL Classroom. This research focused on how the use of "English in Mind" in the EFL classrooms at Al-Muslim senior High School and analyzed it using the theory of the role of English Coursebooks and also the students' perspectives on the use of this coursebook with the theories about the benefits and negative effects from using English coursebooks.

### F. Definition of Key Term

1. Students' Perspectives

Students in a broad sense are everyone related to the educational process throughout life, while in the narrow sense is every student who studies in school.<sup>14</sup>Perspective is a way of looking at a problem that occurs, or a particular perspective used in seeing a phenomenon.<sup>15</sup> Every person has their own way to seeing an object. Each of these perspectives can produce opinions about different object as well.<sup>16</sup>The students' perspectives in this study are the Indonesian EFL Classrooms' students'

<sup>&</sup>lt;sup>14</sup>Sinolungan, A.E. 1997. PsikologiPerkembangan Peserta Didik.Gunung Agung. Jakarta

<sup>&</sup>lt;sup>15</sup>Martono, Nanang. 2010. *MetodePenelitianKuantitatif*. Jakarta: PT Raya GrafindoPersada.

<sup>&</sup>lt;sup>16</sup>Pengertian Perspektif atau Sudut Pandang. .2019. www.definisimenurutparaahli.com/pengertianperspektif-atau-sudut-pandang. <u>(</u>Accessed on February, 24 2019. At 16.48 P.M)

way in understanding the phenomenon about the use of International English Coursebook, in this case, is "English in Mind" English Coursebook in Al-Muslim Senior High School that used in their EFL Classrooms in terms of the benefits and negative effects they feel.

2. International English Coursebook

International English Coursebooks are coursebooks designed by foreign publishers <sup>17</sup>who adapt foreign or International curriculum such as the Cambridge curriculum, Singaporean curriculum and so on. The International English Coursebook that focused on this study is 'English in Mind' English Coursebook from Cambridge University Press that used by 10 grade students at Al-Muslim Senior High School.

3. Indonesian EFL Classrooms

EFL means English as a Foreign Language that occurs in any country, whether English speaking or not. Indonesian EFL Classrooms means Indonesia as a country who learn English as a Foreign Language. Learners of EFL study English for different purposes: passing the examination, career development, pursuing their education, etc. In most countries, English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior 4 high schools. In the lower

<sup>&</sup>lt;sup>17</sup>SaricobanArif, Can, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. Procedia-soc ial and behavioural Sciences, Turkey

levels, such as in elementary schools and kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject. EFL classrooms here means that a classroom that learning English as a foreign language.<sup>18</sup>In this study, the EFL Classrooms are the 10 grade EFL classrooms at Al-Muslim Senior High School classes that their students learning English for purposes such as passes the examination, career development, and pursuing their education and commonly more talk about the grammar and vocabulary mastery.

<sup>&</sup>lt;sup>18</sup>Lusi N, Nuri S, Anita T.2008. *Teaching English as a Foreign Language*. State University of Yogyakarta.

# CHAPTER II LITERATURE REVIEW

The second chapter addresses the theoretical framework on the area of English Coursebook that will be covered in some headings, (1) definition of International English Coursebook, (2) varieties of English Coursebook in Indonesian EFL Classrooms, (3) the definition of perspectives, (4) the roles of English coursebook, (5) the benefits of English Coursebook itself and Indonesian EFL Classrooms and (6) The negatives effects of English Coursebook.

#### A. Theoritical Framework

### 1. Definition of English Coursebook

Because this study focused on the English Coursebook, it is important to know the definition and the function of using the English Coursebook to learn English. English Coursebook is the complete package of English skills and components that help both teachers and students as their source materials and exercises in ELT. Generally, Coursebooks are an inevitable element of the curriculum because they specify the content and define coverage for syllabus items. Harmer stated that coursebook as an interesting and lively material that probably cannot be produced by teachers and also help them to try appealing students with the content they are going to be dealing with.<sup>19</sup> It is

<sup>&</sup>lt;sup>19</sup>Harmer, J. 1991. The practice of English Language Teaching: London. Longman

available and can be used as the resource which not only teachers but also students can utilize it according to their requirements.<sup>20</sup>Therefore, Ur states that the coursebook is one of the teachers' ways to provide materials for each student.<sup>21</sup> Indeed, it has been argued that the English coursebook is an almost universal element of ELT teaching.<sup>22</sup>Grant argues that the English Coursebook has a role in helping students learn to use the target language before later it is used in real life.<sup>23</sup> In addition, the coursebook can help students to achieve consistency in learning. Even so, some countries argue that the use of English coursebooks in the English teaching-learning process is actually superficial and reductionist where they provide language materials that seem to impose uniformity of syllabus and reduce the ability of teacher initiative in the learning process.<sup>24</sup> Some cases also show that the use of English books is hardly evaluated for their suitability in meeting the needs of teachers and students as users.<sup>25</sup>

## 2. International English Coursebook

In Indonesian EFL classrooms, there are two varieties of coursebooks that identify based on the curriculum that schools used in

<sup>21</sup> Ur, P. 1991. A course in Language Teaching: Practice and Theory. Cambridge University Press.
 <sup>22</sup> Hutchison, T, Torres, E. 1994. The Textbook as Agent of Change. *ELT Journal* 48 (4),315-328.

<sup>&</sup>lt;sup>20</sup>Rynanta, Cyntia Atjna, Reinildis, Ruslan, Suharmanto. Content Analysis on the English TextbookEntitled "English in Mind Starter (Students' book).

<sup>&</sup>lt;sup>23</sup> Grant, N. 1987. *Making the Most of Your textbook*. New York& London: Longman

<sup>&</sup>lt;sup>24</sup> Ibid

 <sup>&</sup>lt;sup>25</sup>Tsiplakides, I. 201. Selecting an English Coursebook: Theory and Practice. Academy Publisher.
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the teaching-learning process. The first is Local or national coursebooks are coursebooks designed by the Ministry of Education or local publishers and it is created based on the national curriculum.

The second one is International coursebook or Foreign English Coursebook published imported that and from other countries.<sup>26</sup>International means between or involving different countries.<sup>27</sup>English Coursebook is the complete package of English skills and components that help both teachers and students as their source materials and exercise in their EFL Classrooms. <sup>28</sup>International English Coursebook is an English coursebook designed by foreign publishers <sup>29</sup>who adopt foreign or International curriculum such as Cambridge curriculum, Singaporean curriculum and so on.

<sup>&</sup>lt;sup>26</sup>Saricoban, A, Can, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. *Procedia-Social and Behavioural Sciences*. Turkey.

<sup>&</sup>lt;sup>27</sup>International. 2019. <u>https://dictionary.cambridge.org/dictionary/english/international</u>. Accessed on Saturday, 28 December 2019 at 12.42.

<sup>&</sup>lt;sup>28</sup>Rynanta, CyntiaAtjna, Reinildis, Ruslan, Suharmanto. Content Analysis on the English TextbookEntitled "English in Mind Starter (Students' book).

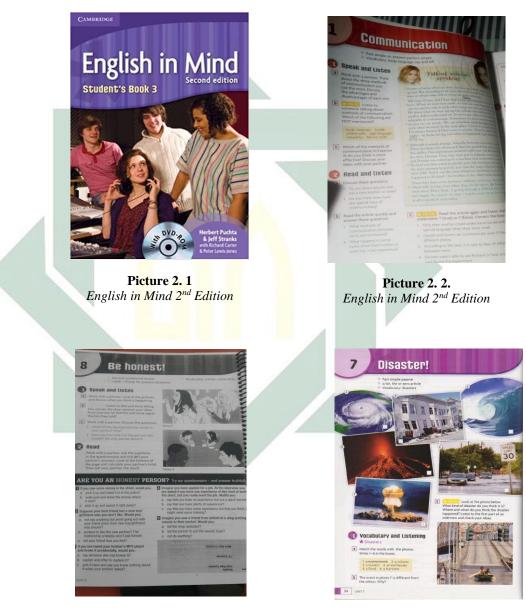
<sup>&</sup>lt;sup>29</sup>Saricoban A, Can Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. Procedia-social and behavioural Sciences, Turkey

That English coursebook is used in some high schools in Indonesia as sources for their English as a Foreign Language lessons. International English Coursebooks are used in schools that adopt International curriculum or just as an additional source in their EFL classrooms especially for some schools that still use the national curriculum. The International English coursebook that will be focused on this study is 'English in Mind' English Coursebook.

# 3. English in Mind

English in mind is an English Coursebook that created by Herbert Puchta, Jeff Stranks, Richard Carter and Peter Lewis-Jones. This English coursebook is available for the beginner into advanced. Designed and published by Cambridge University Press. These are the example of International English Coursebook "English in Mind". The English in Mind coursebook that used by the tenth-grade students at Al-Muslim Senior High is school is "English in Mind" 2<sup>nd</sup> Edition (students' book) this is a part of English in Mind series that designed with British English type. This second edition updates a course which has proven to be a perfect fit for classes the world over.

This English Coursebook designed to be used not only for the EFL but also ESL Classrooms. It is suitable for the EFL classrooms because Engaging content and a strong focus on grammar and vocabulary combine to make the English course a hit with both teacher and students. This English coursebook contains popular features that have been refreshed with new content, including the imaginative reading and listening topics, 'Culture in Mind', and 'Everyday English' sections.<sup>30</sup>



**Picture 2. 3** English in Mind 2<sup>nd</sup> Edition

**Picture 2. 4** English in Mind 2<sup>nd</sup> Edition

<sup>&</sup>lt;sup>30</sup>Cambridge English. 2020.

https://www.cambridge.org/gf/cambridgeenglish/catalog/secondary/english-mind-2ndedition/english-mind-level-3-2nd-edition-students-book-dvd-rom. (Accessed on Monday, May 18 2020 at 12.33)

#### 4. The Roles of English Coursebook

Cunningsworth asserted that there are several roles of English Coursebook in the teaching and learning process such as, (1) as a provider of material, (2) sources of student practice activities and means of communication of reference sources, (3) as a syllabus in the teachinglearning process, (4) provider of independent learning materials, (5) helping teachers who have no experience in teaching and learning.<sup>31</sup>

Other roles of English Coursebook has been stated by O'neill there are 4 justifications<sup>32</sup>, firstly, most English Coursebooks are suitable for students after their level even if they are not designed specifically for them. Secondly, English Coursebooks help students to refresh them from previous lessons. that, English Coursebook is also practical in providing material, and the last it also used as a tool to create spontaneous interaction in the classrooms.

# 5. Perspectives

Perspectives are people ways or methods to see or observe various phenomena or circumstances or situations around them.<sup>33</sup> Moreover, according to Martono, perspective is a way of looking at a problem that occurs, or a particular perspective used in seeing a

<sup>&</sup>lt;sup>31</sup>Cunningsworth, A. 1995. Choosing your Coursebook. Oxford : Mcmillan Heinemann

<sup>&</sup>lt;sup>32</sup>O'Neill, R. 1982. Why Use Textbooks? *ELT Journal*, 36 (2), 104-111

<sup>&</sup>lt;sup>33</sup>Katherine.M. 2005. *Communication Theories: Perspectives, Process and Contexts*. New York. McGraw Hill. 2 Ed.

phenomena.<sup>34</sup>According to Sudarsono,<sup>35</sup> perspective is the ability to respond, understand, observe, look, and other processes to remember and identify things by using the ability of self to organize observations that have been captured by the senses that are owned. It is supported by Robbins statement that perspectives are process taken by each individual to organize and interpret the impressions of the senses that you have to give meaning to the surrounding environment.<sup>36</sup>In connection with the theories from some experts above, the perspectives that needed by this study covered the students' responds, their understanding, the way they observe, the way how they look at the phenomenon about the use of International English Coursebook that they have been captured by their sense because they have experienced it. The perspectives here include the benefits and negative effects that they feel when they use this English Coursebook.

#### 6. The Benefits of English Coursebook

Ur stated some benefits of the use English Coursebook<sup>37</sup> such as; (1) the good English Coursebook contains lively and interesting material, (2) it provides a sensible progression of language items, (3) the good English Coursebook clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been

<sup>&</sup>lt;sup>34</sup>Martono, Nanang. 2010. *MetodePenelitianKuantitatif*. Jakarta: PT Raya GrafindoPersada.

<sup>&</sup>lt;sup>35</sup>Sudarsono. 1997. Kamus Konseling. Jakarta. PT Rineka Cipta

<sup>&</sup>lt;sup>36</sup>Robbins, StephenP. 2003. Perilaku Organisasi.Index. Jakarta

<sup>&</sup>lt;sup>37</sup>Harmer, J. 1991. *The Practice of English Language Teaching:* London. Longman.

concentrating on, (4) The good English Coursebook can be systematic about the amount of vocabulary presented to the student and allow students to study on their own outside the class. (5) It relieves the teacher from the pressure of "having to think of original material for every class". Besides, Betsy parish asserted some benefits of using coursebook they are; create a structure for the course, allowing for logical progress in the classroom, minimizing preparation time for teachers and providing the guidance needed for novice students. In addition, textbooks offer students something concrete to be relied upon to learn, review, and prepare.<sup>38</sup>Hutchinson and Torres argue that during the periods change, coursebook can be used as a tool to support teacher and it can be utilizing as the instrument of can function as a tool to support the teacher and as an instrument of adjustment.<sup>39</sup>Most teachers consider that coursebook can be used as a valuable tool that offer useful material and support, then the students need it as their guider towards a difficult learning process.

Coursebook strengthen the teachers' work and offer material for further learning and revision. In a nutshell, coursebook provide teachers and students with structured, methodological supported, opportunities for revision and preparation teaching-learning process.<sup>40</sup>Make it easier for the teachers to prepare the material for teaching-learning process,

 <sup>&</sup>lt;sup>38</sup>Parish, B. 2004. *Teaching adult ESL: A Practical introduction*. New York, NY: McGraw Hill.
 <sup>39</sup>Hutchinson, T, Torres, E. 1994. The Textbooks as Agent of Change. *ELT Journal* 48(4), 315-328.
 <sup>40</sup> McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press.

save time and make the learning process easier. Coursebook can be used as a measuring tool when it used in English teaching-learning process.<sup>41</sup>The materials that published have more trustworthiness for the students.<sup>42</sup>Coursebooks are designed based on the students' needs, even if they are not written specifically for them, they save time and money, and allow adaptation and improvisation to fit the requirements of the given teaching situation.<sup>43</sup>

### 7. Negative effects of Coursebook

Besides the benefits, the use of coursebook also has several negative effects, this is revealed by several theories from the experts who claim that there are some destructive effects on the use of textbooks, they are (1) Reducing the ability of teachers to prepare learning materials, because in coursebook they have provided what they need.<sup>44</sup>(2) Has the potential to cause boredom in learning.<sup>45</sup> (3) There is no coursebook which is designed perfectly, it means there will always be flaws in a Coursebook, this is what makes the learning process will be satisfying if it is only driven by the Coursebook as a learning media. <sup>46</sup>(4) Every class is different, each class has different abilities, needs,

<sup>&</sup>lt;sup>41</sup> Haycroft, J. 1998. An Introduction to English Language Teaching. England: Longman.

<sup>&</sup>lt;sup>42</sup>Sheldon, L. 1988. Evaluating ELT textbooks and materials. *ELT Journal*. 42.4:237.46.

<sup>&</sup>lt;sup>43</sup> O"Neill, R. 1982. Why use textbooks? ELT Journal, 36(2), 104-11

<sup>&</sup>lt;sup>44</sup>Richards, J. 1998. *Textbooks: help or hindrance in teaching?* Ch. 7, in J. Richards, Beyond Training: Perspectives on Language Teacher Education, Cambridge: Cambridge University Press, 125-40.

<sup>&</sup>lt;sup>45</sup>McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press

<sup>&</sup>lt;sup>46</sup>Angeliki, C. 2011. *The role and use of Coursebook in EFL*.(https://eric.ed.gov/?id=ED524247)

and treatments, because only the teacher can understand the needs, competence, potential and learning styles of their students.<sup>47</sup>

Moreover, Coursebooks are not flexible and generally simply mirror the pedagogic, psychological, and linguistic preferences and biases of their authors<sup>48</sup> Coursebooks contain social and cultural biases, such as gender bias, sexism, and stereotyping<sup>49</sup>They are often too contrived and artificial in their presentation of the target language. For example, many scripted language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching <sup>50</sup> Textbooks may prevent teachers'' creativity if teachers are obliged to follow the coursebooks sequence to the letter. The teachers' role is undermined.The teachers will only find that their role is as a mediator and teach according to the coursebook itself.<sup>51</sup>

#### 8. The use of English Coursebook in Indonesian EFL Classrooms

In Indonesia, people learn English as a Foreign Language. According to Bambang Setiyadi<sup>52</sup> in the process of learning English as

<sup>&</sup>lt;sup>47</sup>Prodromou, L.1990. 'A mixed-ability lessons', *Practical English Teaching* 10.3:28-9.

<sup>&</sup>lt;sup>48</sup> Carrell, D, Korwitz, J. 1994. Using Concordancing Techniques to Study Gender Stereotyping in ELT Textbooks. In J. Sunderland (ed.) *Exploring Gender: Questions and Implications for English Language Education*. Prentice Hall International.

 <sup>&</sup>lt;sup>49</sup>Renner, C. 1997. Women are Busy, Tall, and Beautiful: Looking at Sexism in EFL Materials. Annual Meeting of the Teachers of English to Speakers of Other Languages. Orlando, March 11-15.
 <sup>50</sup>Skierso, A. 1991. Textbook selection and evaluation, in M. Celce-Murcia (Ed.) Teaching English as a second foreign language. Boston: Heinle and Heinle Publishers.

<sup>&</sup>lt;sup>51</sup> Ur, P. 1991. A course in language teaching: Practice and theory. Cambridge. Cambridge University Press.

<sup>&</sup>lt;sup>52</sup>Bambang, S. 2006. *Teaching English as a foreign Language*. Grahallmu. pp.21-22

a foreign language, the language is not used as a communication tool but rather focuses on the rules of the language and mistakes that must be corrected. This is different from the process of learning English in countries such as United States and Malaysia who learn English which emphasizes on the ability to communicate and interact with the language in their daily life.

The use of an English coursebook in the English learning process especially in Indonesian EFL Classrooms is inseparable. English Coursebook is generally used as a guide. Frequently most of the teachers rely more on the learning process of the coursebook from the provision of materials such as grammar formulas, adding new vocabularies, and training some basic skills in English to the provision of practice questions without providing additional media. In Indonesia, most of the coursebooks used are always adjusted according to the curriculum implemented by the school, so the material provided is well organized according to the curriculum and learning objectives of the curriculum. However, to provide a more effective learning process, several schools are interested in using English coursebooks that are designed by adapting foreign curriculum because they are considered more effective.

#### **B.** Previous Studies

There are some studies that discuss students' perspectives on the use of English Coursebooks. The first one is from Indonesia by Syaifur Rochman titled "Students' perspectives in Problems using English Textbooks in Primary Schools". This study aimedto look at problems and find solutions about the use of English coursebooks for Elementary school students. The Researchers obtained data from the results of a Focused Group Discussion from General Sudirman University students who took a subject called Classroom Action Research. The finding of the study showed that the use of English cousebooks in primary schools are not based on students' needs and what kinds of coursebooks are pay little attention to the suitability of teaching methods with the content of the coursebooks.<sup>53</sup>. The difference between the study above with this study is that this study more focused on the students' perspectives of the use of International English Coursebooks in Indonesian EFL Classrooms more specifically the International English Coursebook 'English in Mind' at Al-Muslim Senior High School.

Besides, there are some studies which talk about International English Coursebook. There is a study from Turkey by Nilufer and Saricoban<sup>54</sup>which discussed about the International English coursebook entitled "An Evaluation of the 9th grade local and the International English Coursebooks in terms of Language skills and components". This study focused on comparing between International English Coursebook and National English Coursebook by evaluating the elements of linguistic skills

<sup>&</sup>lt;sup>53</sup>Syaifur R. 2013. Students' Perspective in Problems Using English Textbooks in Primary Schools.Mabasan, Vol.7 No.2

<sup>&</sup>lt;sup>54</sup>Saricoban, A, Can, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. *Procedia-Social and Behavioural Sciences*. Turkey

and the components inside. This qualitative study found that International and National English Coursebook rated to be good in grammar. However, International English Coursebook was much better in containing the language skills aspects specifically in speaking, reading, and writing.

Another study came from Iran titled "Evaluation of two popular English Coursebooks". This research was conducted by Manoochehr and Esmaeil who discussed two International English Coursebooks used in several schools in Iran, namely Topnotch and Total English, which are English coursebooks that published by Pearson. The researchers of this study evaluated several things such as language components, tasks, activities, exercises, and critical discourse analysis features. This research was a quantitative research that collected data from 60 male English teachers and 30 female English teachers by giving Questionnaire as an instrument. The findings of the research showed that most of the participants are satisfied with Topnotch than Total English regarding its language components, activities, and critical discourse analysis features. They are more satisfied with Total English than Topnotch regarding their general considerations.<sup>55</sup>The gap between this study with two studies above is this study only focused on an International English Coursebook namely 'English in Mind' and took the sample from the students at Al Muslim Senior High Schools.

<sup>&</sup>lt;sup>55</sup>Manoochehr, Esmaeil. 2013. *Evaluation of two Popular EFL Coursebooks*. International Journal of Applied Linguistics & English Literature. Vol. 2 No. 6

Nonetheless, a study has talked about the International English Coursebook "English in Mind" in EFL Classrooms. The study from Indonesia entitled "Content Analysis on the English Textbook titled English in Mind Starter<sup>56</sup> based on the title we can see that this study is about analysing the content of English in mind starter used some criteria of the good English Coursebook such as; the availability of materials based on standard content 2006, methodology, language skills, topics, design and layout, organization, language appropriateness and cultural aspects. This qualitative study found that this coursebook were already fulfilled 79.86% criteria of the good coursebook which is meant that the English in Mind Starter fulfilled the requirements as a good EFL Coursebook.The theories used also used in this study as the guideline to create the Instruments for collect the data to answer the second research question about students' perceptions.

Another study also came from Indonesia by Vedyanto,<sup>57</sup> the study titled "Evaluation of the English Textbook 'English in Mind 1 (2nd edition)'. The researcher of this study evaluates English in Mind English Coursebook that used as learning resources at Santu Petrus Junior High School. Quantitative data on this study was collected through distributing questionnaires and interviewing students and also the English teachers of

<sup>&</sup>lt;sup>56</sup>Rynanta, CyntiaAtjnaReinildis, Ruslan, Suharmanto. Content Analysis on the English Textbook Entitled "English in Mind Starter (Students' book).

<sup>&</sup>lt;sup>57</sup>Vedyanto. 2017.Evaluation of the ELT Textbook: English in Mind 1 (2<sup>nd</sup> edition). Asian EFL Journal. P.91-121.(https://www.academia.edu/34512198)

Santu Petrus Junior High schools about their perceptions regarding the use of the English coursebook, the positive and negative values that are contained in that coursebook. The result of this study showed that the opinions of teachers and students regarding the use of the International English in Mind International English coursebook have positive effect and common good. The finding showed that English skills that are contained in the English coursebook fulfil students and also teachers' needs.<sup>58</sup>Almost of the studies that have been done about International English Coursebook 'English in Mind' were talk about evaluation and content analysis, to make it difference with the previous study above this study talked about the students' perspectives about the use of this English coursebook in their EFL

Classrooms.

<sup>&</sup>lt;sup>58</sup>Saricoban Arif, Can, Nilufer. 2012. An evaluation of the 9th grade local and the International English Coursebooks in terms of language skills and components. *Procedia-social and behavioural Sciences*, Turkey

# CHAPTER III RESEARCH METHODOLOGY

The third chapter discusses how to conduct this study in investigating students' perspectives of about the use of International English Coursebook in EFL classrooms that involves (1) research design and approach (2) research setting, (3) data and source of data, (4) research instruments, (5) data collection technique, (6) data analysis technique, (7) Checking validity of findings.

### A. Research Design and Approach

This research is a qualitative research because it is focused on the used of the "English in Mind" in the classrooms and also the students' perspectives about it as the users. According to Cresswell Qualitative research studies underworld condition representing the views and perspectives of the people covering the contextual condition contributing insight into the existing and strives to use multiple sources of evidence rather than relying on a single source alone. It can be concluded that qualitative research may explores the perspectives or views of the participants in their real condition.<sup>59</sup> In this study, the students represent their perspectives related to their real experience on the use of International English Coursebook in the real context of their EFL classrooms. However, to know the students' perspectives it is important to know

<sup>&</sup>lt;sup>59</sup>John Creswell. 2012.Educational *Research; Planning, conducting and evaluating quantitative and qualitative research.* Pearson. 4<sup>th</sup> Edition.

first about the used of the coursebook in their classrooms such an aim, the selection of qualitative design suits the purpose of the research.

### **B.** Research Subject

The subject or the participant of this study are using purposive sampling. Purposive sampling is a data source sampling technique with certain considerations according to Sugiyono<sup>60</sup>, the reason for using the Purposive Sampling technique is because it is not all samples have criteria that fit the phenomenon under study. The purposive sampling here in this study focused on the students who learn English using International English Coursebook in their EFL Classrooms and more intended for the 10grade students as the first year students at Al-Muslim Senior High School. Subsequently, this study also chose an English Teacher at the same school as the source to find out the use of the "English in Mind" English Coursebook in their EFL Classrooms. This study only chose an English teacher, because the school only has one teacher to handle all English classes.

#### C. Research Setting

The setting of this study are concludes 2 aspects. The first is place and the second is time in doing the research.

1. Place

This study was taken place at Al-Muslim Senior High School which located in Jl. Raya Wadung Asri No. 39F, Wadung Asri, Waru, Sidoarjo. This

<sup>&</sup>lt;sup>60</sup>Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta

school is chosen in this study because this school is using International English Coursebook in their EFL classrooms.

- 2. Time
- D. This study was conducted in April 2020. However, because of the Covid-19 pandemic that made the students' have to study at home, the data collection was conducted by doing online interview with the English teacher also the students and share the students' questionnair Data and Source of Data
  - a. Data

The data collected in this study were the use of 'English in Mind' English coursebook in the EFL teaching-learning process and the students' perspectives about the use of that English coursebook. Firstly, to answer the first research question about the use of International English Coursebook "English in Mind" the researcher analyzed the role of this English Coursebook from the English teacher's Interview, the lesson plan that used by the teacher and also completed by the students' statement. Then, to answer the second research question, this research administered questionnaire to students and interviewedthe teachers.

e via google form.

b. The sources of data

The sources of data were 30 students from 10<sup>th</sup>grade at Al-Muslim Senior High Schooland 1 English teacher because there is only one English teacher who teach English at this Senior High School who using the International English Coursebook 'English in Mind'. To complete the data, English teacher's lesson plan analysis was conducted.

### E. Research Instruments.

Considering that this study is Qualitative, the instruments that used by the researcher to answer the research question (1) How is the International English Coursebook 'English in Mind' used in the EFL Classrooms of Al-Muslim Senior High School? Are;

a. Interview Guideline

Before we talk about the Interview guideline that used in this study, better if we know first about what is Interview Guideline itself. Interview Guideline is an interview guide, or a list of topics, themes or areas that usually prepared by the interviewer to do interview section<sup>61</sup>. The strengths of the using Interview guideline are ensuring the same general areas of information collected from each participant, providing focus the questions and allowing the degree of freedom and adaptability in getting information from the interviewee.<sup>62</sup>In this study, the Interview guideline contains some

<sup>&</sup>lt;sup>61</sup>Michael, Lewis, Alan.2006. *Interview Guideline*. https://methods.sagepub.com/reference/the-sage-encyclopedia-of-social-science-research-methods/n450.xml. Accessed on Sunday, 29 December 2019 at 13.00

<sup>&</sup>lt;sup>62</sup>Turner, D.W. 2010. Qualitative interview design: a practical guide for novice investigators. *The Qualitative Report*, 15 (3), 754-760.

questions related to the roles of International English Coursebook 'English in Mind' based on the theory from Cunningsworth and the teacher answered the questions based on his real experience.

The teacher who participated in this study was only an English Teacher who the teach English at tenth- grade class of Al-Muslim Senior High School. The questions in the teachers' interview guideline contained the questions about the effectiveness of using this coursebook, the role of this coursebook, how the teacher utilizes this coursebook, and the students' responses in the classrooms. This research instrument also used by the researcher to do students' interviews to answer the second research question. The interview guideline for the students' perspectives contained the questions about the benefits of this coursebook for the students, the role of this coursebook, how the coursebook presents the material such as vocabulary, grammar, 4 basic English skills, and the students' difficulties in using this coursebook.

#### b. The Document Analysis

Another Instrument used by the researcher to answer the first research question is document analysis. According to Weber document analysis is a methodology that used a set of procedures to draw valid conclusions from a book or document. The document that used by this study is Teacher's lesson plan and only used to complete the finding from the interview section with the English teacher.

### c. Questionnaire

Another Instrument that used by the researcher in this study to answer the research question (2) What are Students' Perspectives about the use of International English Coursebook 'English in Mind' in Indonesian EFL Classrooms? Is Questionnaire. Then what is Questionnaire itself? Questionnaires are defined as documents containing questions and other types of items designed to gather information that is suitable for analysis. Questionnaires are frequently used in survey research, experiments, and other modes of observation.<sup>63</sup>The questionnaire that used in this study is consists of 13 questions which asking the students' perspectives about the International English Coursebook 'English in Mind'. The questionnaire was adopted from the theory of the benefits of English Coursebook and represent it into 13 questions and it answered by the students based on their real experiences and their own perspectives it could be positive and also negative. The questions of the questionnaire asked about the students' perspectives toward the role of the coursebook, students' opinion about the content there such as the vocabulary, grammar, the practices of 4 basic skills, the material presented there and the students' difficulties.

#### F. Data Collection Technique

Referring back to the research questions (1) how is the International English Coursebook 'English in Mind' used in Al-Muslim Senior High School,

<sup>&</sup>lt;sup>63</sup>Bidhan A.2010. *Questionnaire Design*. Training –cum-Workshop in Research Methodology. Nepal.

Interview section has conducted. The interview section conducted in online ways and utilize a social media called Whatsapp Messenger.Questions in the interview guidelines that have been prepared by researchers, asked one by one to the interviewee when conducting an interview section via WhatsApp call. Each answer given to the researcher is written by the researcher and then made a table to simplify the coding process. In addition to conducting teacher interview, the data to answer the first research question was also collected by giving questions about the role of the English Coursebook "English in Mind" on the students' questionnaire, the questionnaire was created by the researcher through Google form. Then, the latest data is a lesson plan analysis in which the researcher analyzes the teacher's lesson plan to ascertain the use of international Coursebooks and high-qualified each writing that signifies the use of the Coursebook.

The research question (2) What are students' perspectives about the use of the International English Coursebook 'English in Mind' in Al-Muslim Senior High School? answered by distributing a questionnaire for students in the 10th grade of Al-Muslim High School. The Questionnaires are distributed to 30 students by google form. The researcher shared the Google Form link to the English teacher, and English teacher shared the link to the students. The result from the questionnaire have already presented by the google form, it made the researcher easy to find the result from the distributed questionnaire. Interview section was also used in this study to complete the questionnaire data by interviewing 5 students with similar questions as the questionnaire. The researcher contacted 5 students randomly and asked their permission to do the interview section. The interview section was conducted by using Whatsapp messenger, the interviewer called the interviewee one by one and asked them based on the interview guideline that has already prepared.

#### G. Data Analysis Technique

Referring of the research question (1) how is the International English Coursebook 'English in Mind' used in the EFL Classrooms of Al-Muslim Senior High School? The data collected by interview the teacher as the user of "English in Mind" English Coursebook. The interview transcript analyses and doing coding from the interview transcript, to find the interviewee answer that probably answered the research questions. Then, to complete the data the result of students' questionnaire which asked about the role of the coursebook also used to identify the most chosen answer. The lesson plan that used by the English Teacher also read by the researcher and highlight in the part of *Sumber Belajar* to find the role of this coursbeook.

The Research question (2) What are Students' Perspectives about the use of International English Coursebook 'English in Mind' in Indonesian EFL Classrooms? which collected by giving questionnaire for the students at Al-Muslim Senior High School and summarizing the result of the questionnaire distributed. The result from the distributed questionnaire that have already presented by the google form in the percentage form. It made the researcher easy to find the result and presented in the chapter 4. The results of Interview section were analysed by create the table and write every questions to do coding. The answers and the questions were marked to find the answer for the research questions. Then, the last the researcher summarize it.

### H. Checking Validity of Findings

In order to check the validity of the findings, the findings are confirmed with the theories used in this study and some experts of this topic namely the supervisor or the lectures who understand well about English Coursebooks by doing triangulation which is the process of collecting evidences from different individuals, types of data, data collection from qualitative research themes and member checking that determines the findings are accurate or not with participants in the study by reviewing their questionnaire response.



# **CHAPTER IV**

## **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings of this study. There are two research questions answered in this chapter. Three kinds of research Instruments used in this study, such as Interview Guideline, document analysis, and questionnaire. This chapter discussed the results of the findings to answer the research questions. These are including the use of the International English coursebook in this case is "English in Mind" English coursebook and also the students' perspectives about it.

# A. Research Findings

This study aims to describe the use of "English in Mind" as an International English coursebook and also explore the benefits of this English coursebook by students' perspectives. The data was collecting in several ways, to find out the role, this study was collecting the data by Interviewing the English teacher and analyzing the lesson plan that teacher use.

# 1. The use of English Coursebook "English in Mind" at Al-Muslim Senior High School.

To find out the use of the "English in Mind" English Coursebook, the interview section with the English teacher was conducted. Besides that, to get a broader data the researcher did the lesson plan analysis. The interview section was conducted on May 5<sup>th</sup>2020 utilizing social media namely Whatsapp Messenger. This interview section was conducted with only one

English teacher who teaches English at Al-Muslim Senior High School. There are 2 classes, Science and Social one both of the classes are using the same English Coursebook with the same Lesson Plan in each meeting. The materials from this English coursebook are provided to students from the beginning until the end of the semester and found some roles they are;

#### a. As Source of Materials

The teacher utilizes this International English coursebook as a source of material in the learning process. The use of the materials in each chapter is selected based on the learning objectives in every meeting because this English coursebook is not designed based on the same curriculum as the school use. The English teacher said that *"The materials adopted based on the students' needs and learning objectives because not all of the materials that contain there are suitable for the implemented curriculum"*. As we know that Al-Muslim senior high school is a school that is implementing the 2013 curriculum but using an English coursebook by Cambridge. Consequently, the teacher must adopt every material to meet the objectives and also the students' needs in every meeting.

Another data was collected by analysing the lesson plan that used by the English teacher in his EFL Classrooms. A Lesson plan for teaching Recount text was use here as the sample. The lesson plan that used by the teacher to teach recount text, it shows that "English in Mind" English coursebook is used by the English teacher as one of the learning sources for the students. There are 3 learning sources that written in the Lesson Plan, they are the "English in Mind", the local English coursebook by Local publisher (In the form of worksheet) and another sources from Internet. The lesson plan shows that the use of "English in Mind" in the teaching-learning process is not as a whole, there are another sources to support. Besides, there is a question in the distributed questionnaire for the students that ask about the use of International English Coursebook "English in Mind" in their EFL Classrooms. The data presents;

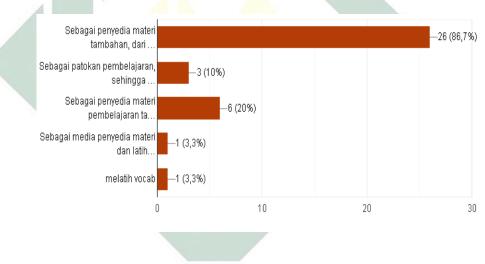


Chart 4. 1The use of "English in Mind"

There are 26 students (86,7%) of the respondents who claim that "English in Mind" is used by the student as a provider of additional material, from materials that have been given by teachers from other media (worksheets, as well as other instructional learning media). Therefore, there are 6 students (20%) of respondents assume that they use the "English in Mind" English coursebook as an additional learning source that used by the teacher to provide the material besides the material prepared by the teacher. However, 3 students (10%) of the respondents claim that the teaching-learning process depends on the "English in Mind" there are no other learning sources used by them in their EFL classrooms. Two additional data are written by the respondents. Student A claims that this English Coursebook is used by the students as the provider of the tasks and materials that can learn by themselves without teacher explanation. Another additional information also assumes by student B who states that "*This English coursebook has a role to train the vocabulary*".

b. As Source for Students' Activities

Then, the use of "English in Mind" English Coursebook is as a source for students' activities. This English coursebook is a kind of coursebook that designed to create the learning process based on the students' centre. "*This English Coursebook along with supporting software applications for listening integration, and more on student activities because this coursebook more focuses on task-based, most of the activities are based on the students' center,*" said the English teacher. Based on the teacher statement, this English Coursebook contains kinds of learning activities especially in terms of Integrated skills, the activities there are mostly contained the integrated activities, for example listening activity is integrated with reading, speaking activity integrated with listening activity. So, it presents the activities that will be able to be integrated with each other. Therefore, as the teacher said that this English Coursebook is more focused on students' tasks based it means that students must be the ones who act and do kinds of activities than teachers specially to develop their skills in English and get knowledge about what they should be learned in each meeting. Their teaching-learning English process more supported because "English in Mind" also supported by listening software for the listening activity.

### c. As Source for Learning Culture

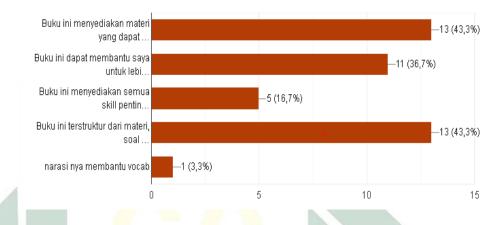
"English in Mind" can be used as a source for learning culture. As the International English Coursebook "English in Mind" was published by Foreign Publisher that means there are some contents inside the coursebook that present the different culture from we usually found in the English Coursebook that published by local publishers. "*In using this Coursebook student get a lot of input, not only for the language itself but also the culture there*" This English Coursebook is designed not only for EFL students in Indonesia, so the culture that presents in the English Coursebook is also different for the example in one of the material and chapter there, but they also present about the international music, the history of them and etc.

The "English in Mind" used by the teacher as a source for Independent learning inside or outside classrooms. Even before the students' given exercises or assignments by the teachers, the students also can be learning the material of what they have to learn by themselves. The English teacher also asks the students to do independent learning before the teaching-learning process begins, "actually, there always explanation about the material before giving the tasks, but before the class begins I always ask them to learn the material first". Therefore, the interview section with the English teacher also found that the use of "English in Mind" is effective to teach English as a foreign language at Al-Muslim Senior High School. The teacher said that "Effective in the sense of students 'enthusiasm for learning and getting a lot of input not only about language but also culture, for students' skills there must be progress but varies depending on the basic ability of the language because there are some students who are classified as low learners in English, so the progress is not quite significant" confirmed by the teacher.

# 2. Students' Perspectives about the use of "English in Mind"

In order to explore the benefits of "English in Mind" as the International English Coursebook based on the students' perspectives, this study has carried out the distribution of questionnaires via Google form and distributed it to 30 participants from 10th-grade students at Al-Muslim High School at 8th May 2020 and 9th May 2020. From the Questionnaire that distributed to 30 students which ask them about the benefit of English in Mind in terms of the material, the English skills and the content there and highlight some following findings;

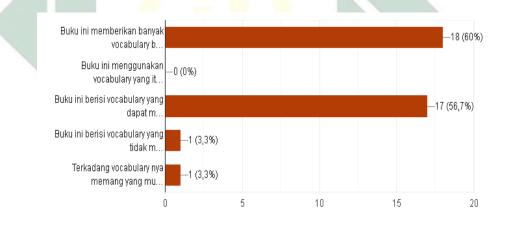
# a. Students' perspectives about the material that contained in "English in Mind"

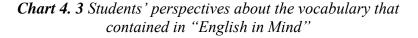


**Chart 4. 2**Student's perspectives about the material that contained in "English in Mind"

The results of data from 9 questions ask about the benefits of using the coursebook "English in Mind" in EFL learning in class 10 shows that there are 13 students (43.3%) of respondents who agree that this English coursebook is useful for independent learning activities, they consider that the International English coursebook "English in Mind" provides material that they can learn by themselves. Besides, 13 students (43.3%) of respondents are claiming that it can be used as a tool for independent learning, because "English in Mind" gives students a complete learning structure in providing the material, tasks and a summary of each chapter. There are 11 students (36.7%) of the respondents confirmed that the use of the International English coursebook "English in Mind" helps the students to better understand the materials they that learn. Meanwhile, there are 5 students (16.7%) of respondents agree that the "English in Mind" English coursebook provide students' activities that needed by them to practice all their English skills and there is 1 student (3.3%) of respondents consider that using the "English in Mind" English Coursebook helps learn vocabulary more through the content contained there.

b. Students' perspectives about the vocabulary that contained in "English in Mind"





As we know that one important component in learning English is mastering vocabulary. The ability to understand the contents of reading text or material is based on students' knowledge of vocabulary in English. In the questionnaire in this study, there was a question that asking about the benefits of using the "English in Mind" English coursebook in students' vocabulary knowledge. The questionnaire findings show that there are 18 students (60%) of respondents claim that "English in Mind" English Coursebook provides benefits for adding new vocabularies that sound foreign or unfamiliar for them. Whereas there are 17 students (56.7%) of respondents who assume that the vocabularies that contained there even are unfamiliar for them, it still helps them to achieve their learning goals and fulfill what they need in every meeting.

There is also additional information from the 1 student (3,3 %) of respondents who claim that "English in Mind" presents the vocabulary which difficult to understand especially for their level and 1 student (3,3%) of the respondents is claiming that there are vocabularies which appear in that coursebook repeatedly so it helps the students easier to remember the meaning. Furthermore, the interview section that has already done with 5 respondents, shows that 4 students assume that this English coursebook provides new vocabularies for them. Student A said that "there are many new vocabularies that I have not known before" and student B who stated that "This coursebook is recommended for a leaner who wants to add and learn about vocabularies". Besides, there is 1 interviewee who said that the vocabulary in this coursebook is easy to understand.

# c. Students' perspectives about the English Skills that contained in "English in Mind"

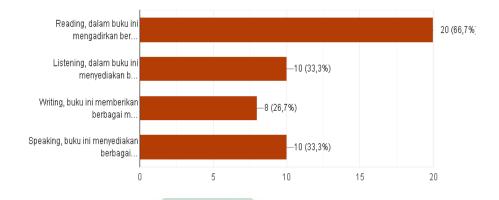
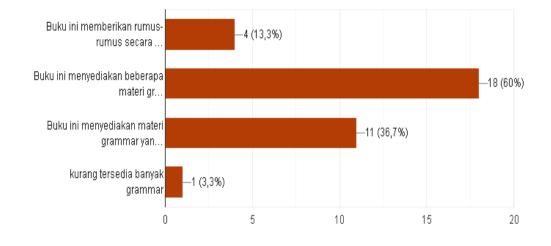


Chart 4. 4 Students' perspectives about the English Skills that contained in "English in Mind"

Mastery of skills in English is one of the important goals in the process of learning English. This is one of the considerations for the schools in choosing learning media that can provide students with material and train students in 4 important skills in English, they are; speaking, listening, reading, and writing. The data shows there are 20 students (66.7%) of respondents who confirmed that there is an improvement in their reading ability after using this International English coursebook. Meanwhile, there are 10 students (33.3%) of respondents who assume that "English in Mind" helps them in improving their listening ability. It is the same as the number of respondents who agreed that there is an improvement in their speaking ability after using this English Coursebook. Then, there are 8 students (26.7%) of respondents confirmed that their writing ability was helped by some of the tasks presented in the "English in Mind" English coursebook.

Moreover, based on the finding of the interview section there are 5 respondents who agree that this English coursebook is really helpful in helping them to improve their listening skills. It is because there are kinds of listening activities that contained there. One of the respondents, student A said that "Listening activity is usually given by the teacher and the teacher ask the students to listen the audio that played by him, it makes us used to train our listening ability". It is also supported by the statement from the student B who said "Personally, for me, I feel the improvement in my listening ability because in every listening activity it is always supported by the audio" Besides, 2 students as the interviewee also confirmed that there is an improvement with their reading ability, according to student C "I think there is an improvement with my reading ability, because this coursebook presents kinds of interesting reading texts" and there is 2 interviewee also assume that they feel the improvement with their speaking ability because sometimes there are activities that ask the students to do reading aloud and they said that it helps them to train their speaking ability and pronunciation, "Sometimes, the teacher asks the students' to read aloud, and I think it helps me to learn about speaking and the pronunciation" stated the student D as the interviewee.



### d. Students' Perspectives about the Grammar that contained in

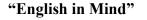
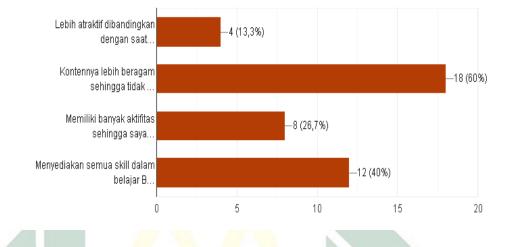


Chart 4. 5*Students'* Perspectives about the grammar contained in "English in Mind"

The English coursebook "English in Mind" is also useful for students in providing material on grammar. There are 18 students (60%) of respondents who assumed that this International English Coursebook provides some grammar material and patterns that the students' have not known before, so it is adding new knowledge for them. "English in Mind" gives the complete and structured grammar patterns that students need and they should learn. Meanwhile, there are 11 students (36,7%) of the respondents are claiming that "English in Mind" presents difficult grammar material and patterns that hard for them to understand, and they assume that the material is nor suitable for their level. Then, there are 4 (13,3%) of respondents who assume that "English in Mind provides the structural grammar material, the complete patterns and believe that it helps them to better understand what they learn. The findings above are precisely denied by an additional statement from 3,3 % of students who stated that the "English in Mind" English coursebook is the lack of providing the material about grammar. The finding of the distributed questionnaire is somewhat different from the data collected through the interview section. The data through interview presents that all of the respondents assume that this English coursebook is less in providing the grammar theories, there are fewer patterns and to fulfill their needs in grammar, the teacher will present the patterns and the material from another media like PPT.

Student A said, "This coursebook is lacked in providing the material about grammar, the material grammar usually given by the teacher through other media such as worksheets or PPT, and sometimes he asks us to search from the Internet". The other student also stated that "This coursebook is the lack in presents the grammar material, so I haven't been helped by my grammar with this coursebook".

# e. Students' perspectives about the content that contained in "English in Mind"



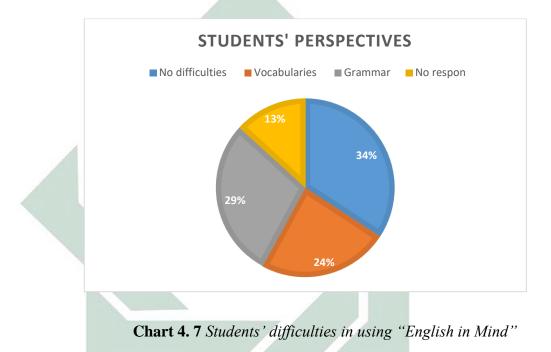
**Chart 4. 6** Students' Perspectives about the content of "English in Mind"

The data that found from the questionnaire shows that there are 18 students (60%) of the respondents assume that this English Coursebook provide kinds of contents and topic that make them appreciate and excited in the learning process. Moreover, there are 12 students (40%) of respondents claiming that this English coursebook provides all the English skills that needed by them, it makes the students are more interested to learn in English from this Coursbook that another sources. There are 8 students (26, 7%) of respondents confirmed that the activities in the International English coursebook "English in Mind" are varies and interesting, there are some activities which can stimulus them to more active in the teaching-learning process than the English teacher. There 4 students (13.3%) of the respondents assume that "English in Mind" attractive in terms of provide the content, tasks and activities than other English Coursebooks the students used before.

Moreover, the data that collected from the interview section shows that 5 respondents give the positive responses about the content in this coursebook. They assume that this English coursebook presents the interesting contents, materials and also there are kinds of activities that reduce the students' boredom. According to the student B "*The content in this English coursebook is not boring*" and the student C "*The material is interesting, the design of the book is good so don't get bored easily*".

# f. Students' perspectives about their difficulties in using "English in Mind"

There is also a question that asks the students' perspectives about the negative effects of using "English in Mind" in their EFL classrooms and found.



The data was collected through distributed questionnaire contain a question about how is students' perspectives about the negative effects that they felt in using "English in Mind" English coursebook and found that there are 13 students (34%) of the respondents claiming that there is no lack and negative effects that they felt when they use this English Coursebook in their EFL Classrooms. Meanwhile, there are 11 students (29%) of the respondents assume that they found that this English coursebook lack in providing grammar material that the need therefore they should search and find the grammar material from other learning sources. It is proven by the response that answered by the B students who write "*This coursebook is less in providing the material like grammar and the patterns*" The data also shows that there are 9 students (30%) of respondents confirmed that because there are many vocabularies that difficult to understand and unfamiliar to them it makes them hard to understand about the topic and the material that presented there like a response that answered by student A write that "*the difficulty is maybe because there are many vocabularies that difficult to understand, especially for a beginner like me*".

After all, this is kind of an open-ended question there are 5 students (13%) of the respondents who did not give their responses in this question. The data from the questionnaire also completed by the data collected through the interview section. All of the respondents consist of 5 students claim that this coursebook is provide the material using unfamiliar vocabularies, 4 of the respondents assume that "*their problem is hard to understand the meaning reading texts and the material that presented by the coursebook without teacher instruction or explanation because they are using vocabularies have not known before*" said student D.

#### **B.** Discussions

This section describes the discussion based on the findings of the study, the discussion is focused on the roles of "English in Mind" English coursebook in the EFL classrooms and also the students' perspectives toward it.

# 1. The use of "English in Mind" in the EFL Classrooms at Al-Muslim Senior High School.

According to Cunningsworth, the coursebook used as a resource for presentation materials<sup>64</sup>. It helps the teachers in presenting the material and helps the students to learn the material they needed to fulfil the learning objectives in every meeting. According to Dina El-Dakhs, it is important to choose coursebook based on systematic and objective criteria.<sup>65</sup> What makes it different in using a coursebook that designed based on different curriculum with the curriculums implemented is the presented material must be adopted first by the teacher before it used. Therefore, not all of the materials presented in this coursebook are used in their EFL Classrooms. Moreover, the English teacher has also prepared another media to support it like PPT, students' worksheet and others, this finding is showed by the distributed questionnaire from the students that there are 26 from 30 students as the respondents claim the same thing as the teacher's lesson plan that has been analysed.

<sup>&</sup>lt;sup>64</sup>Cunningsworth, A. 1995. *Choosing your Coursebook*. Oxford: McMillan Heinemann.
<sup>65</sup>EL-Dakhs, D. 2011. How to choose your EFL textbook? some useful guidelines. *Research Gate*. Egypt.

"English in Mind" English coursebook is used as a tool for students' independent learning because it is providing the students' activites. The students can use this coursebook to learn by themselves, this coursebook designed structured and complete. There are materials, texts, and tasks that can be used by them to learn the subject by themselves. It is supported by the results of students' questionnaire, there are 26 students from 30 respondents claim that this coursebook helps them to do independent learning. The result confirmed that Coursebook strengthens the teacher's work and offer material for further learning and revision.<sup>66</sup> One of the roles of coursebook is as a tool for providing the suitable materials for students' needs<sup>67</sup> and this coursebook fulfil this role it is proven by the result from the teacher's interview, almost of the answers show that "English in Mind" is provide the materials that needed by the students well from the activities and contents. Moreover, this English Coursebook designed based on the students center. Then, this coursebook also present the culture that different from the students' culture, so it can help the students to learn the culture of the target language more than they might get from other coursebook which published by local or national publishers. It is proven by the content of the coursebook which called as "Culture in Mind" that talked about the culture in the form of Reading Activities.

<sup>&</sup>lt;sup>66</sup>McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press

<sup>&</sup>lt;sup>67</sup>O'Neill, R. 1982. Why Use Textbooks? *ELT Journal*, 36 (2), 104-111

As we know, not only for the English subject but also for another subject. When they are using a coursebook, usually the teachers do not have to select the material, because the coursebook is already presented the structured material based on the same curriculum that implemented by the school and almost of the materials that contained there will be used by the teacher and students to fulfil the learning objectives. The results above show that the use of "English in Mind" is used by the school as generally English coursebook used in EFL classrooms. It is only different when the materials that contained there must be adopted first before it used.

Considering the findings from this study, it does not support the theory from Ur who stated that by using coursebook the teacher's role is undermined.<sup>68</sup> In short, the teacher role here is very important to complete the lesson with the material from the coursebook or other learning materials, adopt the materials that probably needed for the students in their teaching-learning process to achieve the learning objectives in every meeting, and select the materials that suitable for the EFL Classrooms there. Then, the English teacher roles when they use the International English Coursebook "English in Mind" is not undermined.

<sup>&</sup>lt;sup>68</sup>Ur, P. 1991. A course in Language Teaching: Practice and Theory. Cambridge University Press.

# 2. Students' perspectives about the use of "English in Mind" in their EFL Classrooms.

This study aims to explore the benefits of using International English coursebook in the EFL Classrooms. In order to answering the second research question (2) What are students' perspectives about the use of the International English Coursebook "English in Mind' in their EFL Classroom? there are 6 cases as the focus of this study, there are; the students' perspectives about the materials, vocabulary, grammar, English skills, the content, and their problems in using this coursebook. Interview section and questionnaire distribution was conducted and subsequently found several findings; Ur<sup>69</sup> stated that the good English coursebook allows the students to study on their own outside the class. This theory is supported by the result of this study. There are 26 students from 30 respondents agreed that "English in Mind" assist the students to do independent learning because it presents the complete learning material that can be learned by themselves from the materials, tasks, integrating skill activities and summary in every chapter. In a nutshell, coursebook provide teachers and students with structured, methodological supported, opportunities for revision and preparation teaching-learning process.<sup>70</sup>

### <sup>69</sup>Ibid

<sup>&</sup>lt;sup>70</sup>McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press

The coursebookcan be systematic about the amount of vocabulary presented to students.<sup>71</sup>Therefore, vocabulary mastery becomes important for the students to understand the material presented in an English Coursebook. As we know the "English in Mind" English coursebook was designed based on foreign publisher and probably used kinds of vocabularies to present the materials. There are 18 students from 30 respondentsclaim that this coursebook is good in adding new vocabulary for the students. According to the result of interview section with the students all of the interviewees claim that "English in Mind" in presenting the material use many words that unfamiliar for them, they found many new vocabularies to learned from this coursebook and assume that this coursebook is good for adding new vocabularies to the learners.

There are 4 skills in English that important for English learners to be learned. They are speaking, reading, listening, and writing. An English coursebook will really useful when it can contain and presents the activities that train the students in all of those skills. All of the skills can be integrated with each other by the right activity. Based on the question naire distributed, there are 20 students from 30 students as the respondents claiming that the "English in Mind" English coursebook helps them in improving their reading skill. It is supported by the result of the interview section that found there are 2 students who claim there is an improvement in their reading

<sup>&</sup>lt;sup>71</sup>Harmer, J. 1991. *The Practice of English Language Teaching*: London. Longman.

ability after using this English coursebook. "There are many reading texts that presented in this coursebook, it makes us used to do the reading activity" stated by student A. However, the result of the interview section indicate that 5 interviewees feel helped in their listening ability than their reading ability. The result of the interview section was supported by 10 students as the questionnaire respondents. As the English teacher said that this English coursebook is provide listening activity with the software, therefore the students will be easier to do listening activity.

James Harmer argues that one of the benefits of using coursebook is the students can revise grammatical and functional points that they been learned before.<sup>72</sup> However, the result of the questionnaire distributed and the interview section the English coursebook "English in Mind" less in presenting the material about grammar. It was claimed by 5 students as the interviewees that they did not find grammar patterns and materials about grammar like tenses and others in this coursebook. They get the knowledge about it from the English teacher with other media like PPT or worksheets that have already prepared. Nonetheless, the findings from the interview section are different from the result of the questionnaire distributed, most of the respondents there are 18 students (60%) from the respondents assumed that this "English coursebook" presents the grammar material that they have not known before and automatically adding new knowledge for them. The

<sup>&</sup>lt;sup>72</sup>Harmer, J. 1991. The Practice of English Language Teaching: London. Longman. P. 257

results from the interview section and questionnaire distributed are literally different in presenting the students' perspectives about grammar presented in this coursebook.

The good English coursebook is containing lively and interesting materials.<sup>73</sup> According to the students' responses in the questionnaire distributed there are 18 students (60%) of the respondents agreed that "English in Mind" contains kinds of topics and contents that interesting for them. The result from the interview section from 5 interviewees have also concluded the same thing. The interviewees claim that this English coursebook contains the content that reduces their boredom when they learning English, especially in the classrooms. It is proving that "English in Mind" has benefit in presenting the interesting materials for the students then denies the theory from McGrath who claim that the use of coursebook in the classrooms can cause boredom for the students. <sup>74</sup>

There are experts and theories that talked about the disadvantages or negative effects found in using English Coursebook. In order to find it out, this study also explored the students' difficulties in using "English in Mind" English coursebook. The result from the questionnaire distributed shows there are 13 students (34%) from the 30 respondents who claim that there is no problem and difficulty that they found in using this coursebook. They can follow the teaching-learning well when using this coursebook.

<sup>&</sup>lt;sup>73</sup>Ibid

<sup>&</sup>lt;sup>74</sup>McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press

However, the interview section with 4 students as the interviewees has a different result. This study found that all of the interviewees argue most of their difficulty in using this coursebook is about the vocabulary that presented there. There are so many foreign vocabularies that used to present the material, it is hampered them to understand the meaning and the point. According to Prodromou, every class is mixed-ability.<sup>75</sup> In everyclass has their students with different levels and abilities. It is possible if every respondent and interviewee in this study has their own difficulties, problems, and perspectives in using this coursebook.

The result of the questionnaire distributed and interview section claims that there are positive effects or benefits that students' feelings toward the use of "English in Mind" in their EFL Classrooms. There is the improvement that they feel in their English skills especially in their receptive skill reading and listening. The benefits that are most felt by them are about adding new vocabulary and reduce their boredom in learning process because this coursebook is present the material interestingly. This result also shows the same findings as to the previous study by Vedyanto. This study found that there are positive effects that students and teacher feel in using "English in Mind".<sup>76</sup>

<sup>&</sup>lt;sup>75</sup>Prodromou, L.1990. 'A mixed-ability lessons', *Practical English Teaching* 10.3:28-9.

<sup>&</sup>lt;sup>76</sup>Vedyanto. 2017.Evaluation of the ELT Textbook: English in Mind 1 (2nd edition). *Asian EFL Journal*. P.91-121.(https://www.academia.edu/34512198)

### **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as a summary of the result of this study and to highlight the research finding. The suggestion presents several pieces of advice dealing with this study especially and teaching English learning generally.

#### A. Conclusion

There are two conclusions based on the findings in the chapter four, they are:

 International English Coursebook "English in Mind" is used by the EFL Classrooms at Al-Muslim Senior High School as as (1) learning source that provides the materials for the students, (2) It is used to help teacher providing the material to fulfill the learning objectives in every meeting (3) The user of materials here are also selected by the teacher, not all of the materials there are used. The teaching-learning process is also supported by other sources than this coursebook like PPT, another English coursebook, or worksheet.

Moreover, (4) "English in Mind" International English coursebook also supported the teaching-learning process by presenting kinds of learning activities to improve the students' in 4 English basic skills; reading, listening, writing, and speaking and integrated each other and also most of the materials engage the students by tasks- based learning. Furthermore, (5) Learning a foreign language also has to support by learning the culture too. "English in Mind" is an English coursebook that designed by the foreign publishers, the contents that contain there are also present the materials which contain different culture, most of them will be about the culture from the target language, it helps the students to learn another culture from the target language itself. Overall, this International English coursebook has important roles in the Indonesian EFL Classrooms, what makes it different from others are because of this coursebook help the students to learn culture more than they might get from other coursebooks which published by the national publishers.

 Besides the used, there are some benefits of using "English in Mind" as an International English coursebook in the EFL Classrooms at Al-Muslim Senior High School based on the students' perspectives as the users such as; (1) This coursebook contains the structured contents from the material into the tasks or exercises and summary in every chapter,
 (2) Support the students to learn more vocabularies that they have not known before, (3) This English coursebook also help the students improving their skill in English, (4) Most of the students feel the improvement in their reading and listening skill, (5) this coursebook also provided them with the interesting contents to reduce the students' boredom to learn the target language. However, this coursebook is lacked in providing the grammar material that usually needed by the students so they have to learn from other sources. From the results of this study, it can be concluded that the use of this English coursebook has the same benefits as the benefits of using other coursebooks in general. Based on the students' perspectives this coursebook is useful for them in their EFL learning process. Even so, this coursebook still has some shortcomings in helping students in their learning processes such as the lack of material on grammar and the use of vocabularies which are quite difficult to understand at their level.

### **B.** Suggestion

Based on the conclusion, there are several suggestions recommended for the follow-up studies. The suggestions are given to the students, the teacher, and the further researcher;

1. For the teacher, this study indicated that the use of International English Coursebook has many benefits for students. Even so, there are some shortcomings in this coursebook that need to be completed by the teacher to provide complete material to students. The results of the study also show that coursebooks that designed from foreign publishers will use a lot of new vocabulary that may not have been known by students before. This is one of the things that teachers need to pay attention therefore the learning process runs well and can meet the learning objectives and improve students' ability in learning English.

- 2. For the school, the coursebook is one of the important components in the learning process in the classroom. This is a consideration for schools to use coursebooks that are good for students and teachers. From the results of the study according to the perspective of students, it is important for schools to use coursebooks that are well structured, complete in providing materials, and attracting students' interest in learning the target language.
- 3. For the further researcher This research is about the students' perspectives about the use of the International English Coursebook in Indonesian EFL Classrooms there are still many kinds of research that can be conducted. The use of the International English Coursebook can be conducted deeper in the next research.

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