

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

THESIS

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



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This thesis by Nur Anisah entitled “*Students’ Perspectives of International English Coursebook in Indonesian EFL Classrooms*” has been approved by thesis advisor further approval by the Board of Examiners.

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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"⁵⁶ 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,⁵⁷ 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

⁵⁶Rynanta, CyntiaAtjnaReinildis, Ruslan, Suharmanto. *Content Analysis on the English Textbook Entitled “English in Mind Starter (Students’ book)*.

⁵⁷Vedyanto. 2017. *Evaluation of the ELT Textbook: English in Mind 1 (2nd 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.⁵⁸ 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.

⁵⁸Saricoban 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

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 coursebook.

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.

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

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

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"

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.*

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”*.

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.

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.

2. 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.

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