

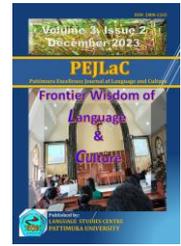


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**Teacher's Attitudes toward The Use of English Textbook: A Case Study for
English Teachers at Smp N 4 Ambon**

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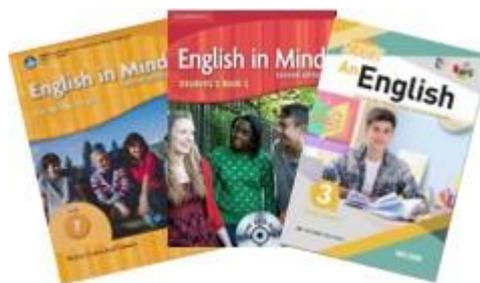
Abstract

The textbook plays an important role in the teaching and learning process. However, in reality, weaknesses in textbooks often manifest. The purpose of this study was to understand the attitudes exhibited by teachers towards these weaknesses in textbooks. Additionally, this research aimed to examine whether teachers chose to display their attitudes by either using the textbooks as they were or revising them. This study employs a qualitative research approach utilizing a case study method and employs various instruments to collect data: observation checklists, interviews, questionnaires, and documentation. The study involves three teachers from SMP N 4 Ambon as its subjects. The findings revealed a positive attitude among teachers regarding textbook usage. This positivity stems from teachers incorporating materials and exercises from other sources while still utilizing textbooks and engaging in reflective practices. The teachers expressed satisfaction with this positive attitude as it enhanced teaching and learning activities.

Keywords: *teachers' attitude, textbook, case study*

The significant finding:

The results indicate that teachers devise their methods, such as incorporating materials and exercises from alternative sources and engaging in reflection regarding teaching and learning activities. They expressed satisfaction with these methods as they contribute to creating effective teaching and learning experiences while also reducing the shortcomings found in English textbooks.



ARTICLES

I. INTRODUCTION

Textbooks are essential tools utilized in learning activities. According to B. B. Radi-Bojani and J. P. Topalov (2016), textbooks are books organized for specific or applicable subjects and used by students and teachers in schools. They are designed based on various curriculum criteria to ensure proper usage, thereby facilitating effective learning experiences for both students and teachers.

The role of textbooks, as identified by Cunningsworth and cited by B. B. Radi-Bojani and J. P. Topalov (2016), encompasses multiple aspects: serving as an effective resource for self-directed learning, providing valuable presentation materials (written and spoken), offering ideas and activities for practice and interaction, acting as a reference source, forming a syllabus, and aiding

less experienced teachers in gaining confidence and adopting new methodologies.

Numerous studies have highlighted the strengths of textbooks in language teaching and learning. Sheldon (1988), Hutchinson and Torres (1994), Cunningsworth (1995), Cortazzi and Jin (1999), as cited by B. B. Radi-Bojani and J. P. Topalov (2016), underscore the necessity of textbooks. They assist students in improving language skills, comprehending course content, and gaining insight into foreign cultures. Additionally, textbooks aid teachers by serving as teaching and support programs, helping them gain confidence, experiment with new methodologies, and address pedagogical concerns. Richards (2001) and Grave (2000), as cited by M. Alhamami and J. Ahmad (2018), also highlight the advantage of textbooks, citing their provision of visual aids and diverse activities, ultimately saving teachers time spent searching for teaching

materials. Moreover, visually appealing textbooks with varied activities tend to capture students' attention and engage them in the learning process.

However, in reality, textbooks exhibit certain weaknesses as noted by various sources. R. Hanifah (2018) found that textbooks lacked authentic material, leading to students' difficulty in understanding the content. R. Fadillah and A. Mufidah (2021) identified weaknesses in English textbooks, including limited supporting materials, insufficient content within the textbooks, and a high level of difficulty. S. Handayani, B. Suwarno, and I. W. Dharmayana (2018) observed weaknesses in the content, particularly language-related issues, within the "Think Globally Act Locally" textbook, while acknowledging its other aspects as fair and reasonable. S. Handayani (2016) and H. W. Adi (2019) noted weaknesses in the book 'When English Rings a Bell', such as a lack of authentic material, diverse exercises, and comprehensive grammar explanations. S. Wachyuni and Olivia (2020) highlighted the insufficient content in textbooks, necessitating teachers to use additional materials. According to Susiati and E. Mufidati (2020), students still find using textbooks challenging, requiring assistance from teachers who themselves seek additional materials.

In a preliminary study involving interviews with three English teachers at SMP N 4 Ambon, it was found that teachers recognized weaknesses in government and school-provided textbooks. These weaknesses included insufficient material, exercises not aligning with curriculum objectives, and lack of variety. Consequently, teachers supplemented these textbooks with materials and exercises from alternate sources such as the internet, YouTube, or applications like Quizizz.

In response to these textbook weaknesses, teachers exhibited their attitudes. As described by Prof. G. Latchanna (2014), teachers' attitudes influence their actions in classroom teaching practices. They serve as alternatives in addressing problems arising from textbook use, as noted by S. Sjögren and B. Svensson (2021). Despite acknowledging the lack of alignment with the curriculum, teachers demonstrated a positive attitude by combining textbooks with various digital teaching tools to enhance their teaching-learning activities.

Based on different sources, teachers' attitudes toward textbook use vary between positive and negative. M. Alhamami and J. Ahmad (2018) reported negative attitudes among teachers, citing incompatibility with students' academic backgrounds as a reason for preferring other sources over textbooks. Conversely, S. Sjögren and B. Svensson (2021) noted positive attitudes despite textbook weaknesses not aligning with the curriculum, as teachers integrated textbooks with workbooks, digital resources, multimedia, and children's stories. Regardless of whether teachers exhibit positive or negative attitudes, their perspectives play a crucial role in improving students' abilities.

Given the aforementioned points, the researcher conducted a study titled 'Teachers' Attitudes toward the Use of English Textbooks: A Case Study for English Teachers at SMP N 4 Ambon.' This research aims to explore teachers' attitudes towards the use of English textbooks and describe how textbooks influence teachers' English teaching in the classroom.

II. METHODOLOGY

This study employed a Qualitative Approach using the case study method. According to Yin, as cited by Yazan B and I. C. O. de Vasconcelos (2016), a case study is an empirical research approach that investigates real-life examples or cases, addressing questions regarding the 'how' or 'why' concerning the phenomena of interest. Additionally, Stake, cited by Yazan B. and I. C. O. de Vasconcelos (2016), defines a case study as an examination of the uniqueness and complexity of a single example, aiming to comprehend its actions within critical conditions.

The researcher conducted this research by selecting participants from SMP N 4 Ambon. Purpose-based sampling was utilized as one of the accepted sampling techniques for this study. Consequently, the focus of this study was on three teachers who used textbooks published by the school's nationality.

To gather data, this study utilized four research instruments: Interviews, Questionnaires, and Observation Checklists. The interview consisted of 12 questions focusing on the useful content and weaknesses of the English textbook, as well as the teachers' attitudes toward its use. The Questionnaire contained 15 closed-ended questions centered around the textbook's content, teacher satisfaction regarding their attitudes, and two open-ended questions focusing on the teachers' attitudes. The observation checklist consisted of 16 descriptions or criteria concentrating on the influence of the English textbook.

III. RESULT

Teacher	LM	VEL	LB
Gender	Female	Female	Female

Teaching at SMP 4 Since	14 Years	7 Years	13 Years
Teaching at Grade	8 and 9	7 and 8	7 and 8
Class Observed	IX.3	VIII.6	VII.1
Textbook	Brigh English An	English in Mind	English in Mind
Curriculum	K-2013	Merdeka Belajar – Sekolah Penggerak	Merdeka Belajar – Sekolah Penggerak
Other Information	Guru Penggerak	Guru Penggerak	Guru Penggerak

Tabel 1. Data of Participant

TEACHER'S ATTITUDE

To understand the impact of textbooks on teacher attitudes toward the use of English textbooks, researchers utilized interview and questionnaire instruments.

Teacher still use Textbooks

The table above displays the teachers who participated in the research, the grades they handle, and the textbooks they used. The teachers continue to use textbooks provided by the government and the school. Specifically, they use 'Bright,' an English textbook designed based on the '2013' curriculum for grade **Useful Content and Weaknesses of each Textbook.**

The table above displays the teachers who participated in the research, the grades they handle, and the textbooks they used. The teachers continue to use textbooks provided by the government and the school. Specifically, they use 'Bright,' an English textbook designed based on the '2013' curriculum for grade 9, and 'English in Mind,' designed according to the 'Merdeka Belajar – Sekolah Penggerak' curriculum for grades 7 and 8. This information is derived from the interviews conducted:

L.M. I think this textbook also helps us to bring material based on the learning objectives.

The textbook contains numerous exercises. Teachers appreciate these exercises in the textbook as they help achieve the objectives of the 2013 curriculum. This information is based on the interview below:

L.M. The benefit is that it provides students with practice, because this textbook contains a lot of exercises and I think the exercises from this textbook can answer the learning objectives

However, the textbook also exhibits weaknesses. 'Bright,' an English textbook, lacks theoretical explanations; there are no theories or activities provided to explain the definition or purpose of each topic within the textbook. This information is based on the interview:

L.M. There are no theories added in the book, such as understanding and so on. I only use this textbook to complete the theory combined with material from other sources, and also to do the exercises.

Teacher also sees that there are exercises that are less varied so that they do not provide experiences or challenges for students. These exercises usually only to matching and listen to the dialogue. This information is based on the interview::

L.M. Even though it has lots of exercises, sometimes the exercises in the book are also less varied in my opinion.

Here's a revised version with correct grammar:

In 'English in Mind,' the useful content primarily exists within the included exercises. These exercises can be modified by the teacher to suit their specific requirements based on the curriculum objectives to be met. They can aid in enhancing students' foundational English skills,

encompassing vocabulary, grammar, pronunciation, and more. This information is derived from the interview below:

VEL. We can take several pictures or example sentences that we can combine with other material or exercises and become a guide or benchmark for the material that will be covered.

LB. This textbook is useful for practice, because the book contains lots of exercises.

The textbook also exhibits weaknesses, particularly regarding the absence of theory to comprehend the topics. The exercises do not align with the objectives of the 'Merdeka Belajar – Sekolah Penggerak' curriculum, and the included exercises lack the necessary variety to enhance student learning experiences. This information is based on the interview below:

VEL. I don't think it's appropriate. Textbooks can indeed help, but their contents in the form of exercises are not in accordance with CP. These exercises can only help develop basic-English skills. Therefore, it needs to combine with material from other sources.

LB. I think it's not in accordance with the curriculum. This textbook is not lines with the objective of curriculum, because it does not match the Learning Outcomes. If there is material in the Textbook, I will definitely use it. If not, I will use material that I have compiled myself.

Teacher realized that those textbooks have. It seen by the result of questioner below:

Score: 1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree

T/Q	1	2	3	4	5	6	7	8	9	10	11	12
VEL	3	2	2	3	2	2	2	3	3	3	2	4
LM	3	3	3	3	3	4	3	4	4	4	5	5
LB	3	2	2	3	2	3	2	3	3	4	2	4

Table 2. Result of Questioner toward the textbooks

Question 2: If you choose to have the textbook revised, what are you reason?

VEL	I still use the same thing like at point' 1, cause i looked to my students' understand about the material. (Background how far the students about English).
LM	The writer should add various activity ini order to make the students have more learning experience and teachers won't be busy finding other sources.
LB	The writer should pay attention to writing in other that nothing is wrong or lacking, then use language that is in accordance with the current abilities of students.

Table 3. Result of Questioner toward the textbooks

Based on the table above, questions 1-7 highlight issues related to the textbook's content. Teachers have observed that the textbooks lack theoretical explanations, contain exercises that do not align with the curriculum, and offer limited variety. Consequently, teachers hope for a revision of the textbooks, taking into account aspects relevant to student needs, including language proficiency, material background, and the inclusion of more diverse exercises.

9, and 'English in Mind,' designed according to the 'Merdeka Belajar – Sekolah Penggerak' curriculum for grades 7 and 8. This information is derived from the interviews conducted:

L.M. I use the Bright an English textbook

VEL. Cambridge English in Mind. If it is in accordance with the Learning Outcomes, I use the textbook

LB. English in Mind. I use textbooks to adapt to Learning Outcomes

Teacher’s way to minimize the weaknesses of textbook.

The teachers subsequently seek methods to mitigate the shortcomings of English textbooks, such as utilizing materials and exercises from alternative sources, while consistently reflecting on each teaching and learning activity.

The use of material from other source

Teachers utilize material from other sources similar to the content found in textbooks. They design this material in their handouts or lesson plans with the goal of supplementing the inadequate material present in the textbooks. This approach aims to ensure students' comprehension of the topics discussed in class.

LM. Sometimes, I use textbooks, especially for exercises. I use material from other sources to complete students' theoretical understanding, then when I present the material, I must not just give it away but must guide students to find out for themselves. I also use exercises from apps like Quizizz or exercises I make myself.

VEL. I sometimes use material from textbooks and also use material from other sources, such as on the internet which I have compiled myself in accordance with the Learning Outcomes so that students can also understand the material presented.

LB. The teaching materials I use come from textbooks provided by the school, materials from other sources such as the internet and I made it myself.

Question 1: If you find any weakness in the textbook, how is your Attitude ?

VEL	Will make strategies in teaching by using my handout that I was prepare firstly, or I combine it with my own teaching strategy related with the topic.
LM	I will find other sources.
LB	I will compile my own materials and exercises from various sources, either from the experience and knowledge I have gained or the internet and then I will present them to students in my own teaching method that is suitable for my students

Table 4. Result of Questioner of toward teacher’s attitude

The use of Exercise from other source

Teachers also use the exercises they seek from other sources. These exercises are then also arranged in their handouts. The use of this exercise aims to fulfill learning outcomes that cannot be fulfilled by the English in Mind

textbook and to provide a challenging learning experience that cannot be provided by the Bright an English textbook. It is based on the interview:

LM. I also make and use handouts. So, textbooks have to be combined with other sources.

VEL. Apart from using the textbooks provided, I also create and use my handouts to suit the Learning Outcomes.

LB. I also use handouts made by myself. So, the textbook must be integrated with other sources. This is done so that it is by the Learning Outcomes and so that students understand the material we present.

Reflection

From the attitudes that the teacher takes to be used in learning and teaching activities, there are problems that arise related to technical matters and students' understanding of the material. Therefore another attitude taken is to always reflect on every learning and teaching activity that is carried out. Teacher can analyzed the problem and make their solution. It is based on the interview:

LM. Most technical things that appear like students who are not serious, electronic media. Therefore, sometimes I also think to find a solution.

VEL. As long as I do activities in class, what I worry about is whether the students understand the material being presented. Therefore, reflection is necessary so that we can improve this activity so that students can understand.

LB. Technical things like the projector and noise. Then, among the students themselves, there are also students who are still slow to understand the material because they are new. So, I continue to carefully review and re-plan my strategy in teaching and learning activity.

Those are some of the ways that teachers do to deal with the weaknesses of textbooks.

Score: 1; strongly disagree, 2; disagree, 3; neutral, 4; agree, 5; strongly agree

T/Q	13	14	15
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VEL	3	4	3
LM	5	5	4
LB	4	4	4

Table 5. Result of Questioner about teacher's Satisfaction toward their attitude

The table above shows the teachers' satisfied toward their attitude. Those ways can minimize the weakness of English textbooks and create better learning and teaching activities based on the objective of curriculum as well as students understand the material.

THE IFLUENCE OF TEXTBOOK IN ELT

To know about the effect of English textbooks on teacher teaching in class, researchers used an observation checklist instrument.

Observation Checklist

This observation checklist is used to see what attitudes the teacher shows towards the use of English textbooks

Indicator	LM	LB	VEL
1. Teachers use books published by the ministry of education	Yes	Yes	Yes
2. Teachers use textbooks of their own choice.	Yes	Yes	Yes
3. The teacher uses textbooks in the classroom	Yes	Yes	Yes
4. Teachers do not use textbooks in class.	No	No	No
5. The teacher uses all the material in a certain chapter in the textbook	Yes	Yes	Yes
6. The teacher uses material not from textbooks but has the same topic.	Yes	Yes	Yes
7. Teachers use only textbooks as learning resources	No	No	No
8. Teachers use many sources other than textbooks	Yes	Yes	Yes
9. The teacher uses the exercises in the textbook	Yes	Yes	Yes
10. Teachers use exercises other than textbooks	Yes	Yes	Yes
11. The exercises in the textbook used to asses student's comprehension about materials	No	No	No
12. The exercises in the textbook did not used to asses student's comprehension about	Yes	Yes	Yes

materials			
13. The content of the textbook used to attract students attention toward teachers' teaching activity	No	No	No
14. The content of the textbook did not use to attract students attention toward teachers' teaching activity	Yes	Yes	Yes
15. The content of the textbook used to understand the topic very well	No	No	No
16. The content of the textbook did not used to understand the topic very well	Yes	Yes	Yes

Table 6. Result of Observation Checklist

Bright an English

Based on observations conducted by researchers in class IX.3, the teacher utilized the 'Bright an English' textbook as a benchmark, additional material, and for providing exercises.

The textbook serves as a benchmark, ensuring that all materials presented in class align with the topics or chapters covered in the textbook. This alignment was evident in class IX.3, where the content centered on Agreement and Disagreement, following the corresponding textbook section. The teacher supplemented this by using YouTube videos to impart theoretical knowledge to students. These theoretical aspects encompassed the definition, characteristics, and purpose of expressing agreement and disagreement.

Regarding the use of textbooks as additional material, it is more suitable for the 'Bright an English' textbook designed based on the "2013 Curriculum." This choice was made due to the limited material available. The observation revealed students in class IX recording theories related to Agreement and Disagreement, some derived from activities containing example sentences found in the textbook. Students were then instructed by the teacher to expand upon these theories. However, this approach was not

feasible with the 'English in Mind' textbook, which primarily focuses on activities or exercises.

The 'Bright an English' textbook comprises numerous exercises aimed at enhancing students' English skills. Teachers continue to utilize these exercises, receiving positive feedback in class IX.3. The exercises align with the learning objectives outlined in the 2013 curriculum. However, some exercises lack variety or fail to provide adequate challenges or diverse learning experiences for students.

English in Mind

Based on the observations checklist above, in classes VII.1 and VIII.6, the teacher utilized the 'English in Mind' textbook as a benchmark and for providing exercises.

The 'English in Mind' textbook is employed as a benchmark to ensure alignment between the class materials and the topics or chapters covered in the textbook. For instance, in class VIII.6, the focus of the material is on 'Like and Dislike,' and the teacher supplements this with self-designed material relevant to the textbook content. Similarly, in the pronoun lesson taught in Class VII.1, the teacher also integrates material from other sources that correspond to the textbook content.

While the 'English in Mind' textbook contains numerous exercises used by teachers, these exercises are not entirely optimal for the students themselves. The exercises primarily focus on fundamental skills such as vocabulary, grammar, and pronunciation. Hence, the teacher creates additional exercises. For example, in class VIII.6, the teacher assigns exercises where students craft a dialogue expressing their preferences and opinions, whereas the textbook exercises are given as homework to practice using the simple present

tense. Similarly, in class VII.1, the teacher devises exercises where students identify pronouns and verbs based on the provided subject, while the textbook exercises serve as homework to enhance their vocabulary skills.

IV. DISCUSSION

TEACHER'S ATTITUDE

Based on the collected results, it is evident that the attitude displayed by the teachers is positive. This positivity stems from their continued use of textbooks as learning materials. According to S. Sjögren and B. Svensson (2021), teachers exhibit a positive attitude towards textbooks by persisting in their usage despite identified weaknesses. Despite the numerous weaknesses, certain aspects of the textbooks are appreciated, leading to actions taken by teachers to mitigate these weaknesses. The teachers' attitudes encompass their perceptions and actions, aiming to enhance teaching and learning activities, as referenced by Prof. G. Lachanna (2014).

Teachers' perceive toward useful content and weaknesses of textbooks.

One of the reasons teachers persist in using textbooks, particularly "Bright an English" based on the "2013 curriculum," is due to the competencies outlined by the Ministry of Education and Culture of Indonesia (2014). The 2013 curriculum specifies competencies such as KI and KD that need to be attained. The exercises within the textbook are aligned with these competencies, which is why teachers occasionally incorporate these exercises in their classroom practices. This underscores the textbooks' role as a source of ideas and activities for learner practice and communicative interaction, as highlighted by

Cunningsworth, cited from B. B. Radi-Bojani and J. P. Topalov (2016), despite their weaknesses.

'Bright an English' lacks theoretical content or material, emphasizing activity-based learning. Consequently, while it offers numerous activities and exercises to enhance English language skills, it lacks activities aimed at understanding the topics being taught. Nevertheless, a few activities can serve as supplementary material, echoing findings from studies such as R. Fadillah and A. Mufidah (2021), S. Handayani (2016), S. Wachyuni and Olivia (2020), and Susiati and E. Mufidati (2020) pointing out weaknesses in textbooks related to insufficient material for topic comprehension.

The 'Bright an English' textbook contains a plethora of exercises geared towards developing English language skills, which teachers appreciate for their alignment with the competencies mandated by the 2013 curriculum. However, teachers also note certain exercises lack variety or fail to offer challenges and diverse learning experiences for students, resonating with research by H. W. Adi (2019) and S. Handayani (2016) emphasizing that textbook exercises often fail to provide rich learning experiences due to limited variety or their high difficulty level.

Similarly, 'English in Mind' also lacks theoretical content and supplementary activities akin to 'Bright an English.' While it includes numerous exercises to foster basic English skills, it fails to address the lack of material or theory, as noted in studies by R. Fadillah and A. Mufidah (2021), S. Handayani (2016), S. Wachyuni and Olivia (2020), and Susiati and E. Mufidati (2020).

Despite containing various exercises for English skill development, those in 'English in Mind' are deemed insufficient in achieving learning outcomes stipulated by the "Merdeka

Belajar –Sekolah Penggerak" curriculum. These exercises mainly focus on basic skills like vocabulary, grammar, and pronunciation, unable to align with the curriculum's objectives. This highlights a discrepancy between the content of the textbooks and the required curriculum objectives, emphasizing the necessity for textbooks to align with the existing curriculum, as emphasized by M. Alhamami and J. Ahmad (2018).

Teacher's action

Another positive attitude is evident from certain actions undertaken by teachers. These actions are aimed at addressing the weaknesses identified in the aforementioned textbooks. They are related to using materials and exercises from other sources and reflecting on each learning activity.

The first action involves utilizing material from other sources. According to S. Wachyuni and Olivia (2020) and Susiati and E. Mufidati (2020), this approach can alleviate the lack of theory found in textbooks. It enables students to access a wealth of theoretical knowledge on the same topics covered in the textbooks. This illustrates that teachers can create their teaching materials, which, although not flawless, assist in facilitating teaching and learning activities. This aspect underscores the significance of considering teachers' abilities, particularly in designing materials and exercises for teaching and learning activities, as referenced by Handayani, S. Halidjah, D. A. V. Ghasya (2021) and S. Suprihatin, Y. M. Manik (2020).

The second action pertains to utilizing resources from other sources, aiming to provide more diverse training for enhanced learning experiences. This approach also ensures the training is aligned with the Learning Outcomes

that students are expected to achieve at their stage of education. In terms of Designing Exercises, teachers occasionally utilize the Quizizz App to assign exercises to students. According to U. H. Salsabila, L. S. Habiba, I. L. Amanah, N. A. Istiqomah, and S. Difany (2020) and N. L. Supartini and L. E. Susanti (2021), the Quizizz App can motivate students to learn or practice their English skills as it feels akin to playing games but with an educational aspect. In other studies conducted by M. Mellati and M. Khademi (2018) and E. Yayuk, T. Deviana, and N. Sulistiyani (2019), teachers have the ability to formulate assessments aligned with desired goals, such as written assessments. This illustrates that teachers possess the capacity to craft assessment questions based on curriculum objectives and student needs, showcasing their significance in the educational process.

Furthermore, another attitude demonstrated is the practice of reflecting on each teaching and learning activity conducted in class. Drawing from insights by D. Kurniati and Nureaningsih (2019), M. A. Dheressa (2022), and M. Zahid, Ph.D. Scholar, and Prof. Dr. A. Khanam (2019), through these reflections, teachers can identify and analyze issues that arise during teaching and learning activities. This process enables them to discover or devise solutions to address or mitigate these problems, thereby fostering more effective teaching and learning experiences.

THE INFLUENCE OF TEXTBOOKS IN ELT

Based on the findings, textbooks are solely employed as benchmarks, additional materials, and exercise resources. Relying solely on textbooks may impede students from meeting the learning objectives outlined in the curriculum and hinder their comprehension of class topics or materials. This stems from the limitations within

the content of the textbooks, particularly concerning material or theory and exercises.

Material or Theory

The textbook "Bright an English" was crafted to emphasize activity-based learning. As per the Ministry of Education and Culture of Indonesia (2014), the 2013 curriculum focuses on textbooks designed not just for reading materials, but predominantly for activities. While it mainly offers exercises, there are also activities like sentence examples that can serve as supplementary materials to reinforce the theory covered in class topics. Hence, "Bright an English" can function not only as a benchmark for topics but also as additional material.

Similarly, the "English in Mind" textbook is also geared towards activity and exercise-based learning. Consequently, this book offers a more extensive array of exercises. While the "Merdeka Belajar – Sekolah Penggerak" curriculum allows teachers flexibility in selecting their teaching materials, according to R. Anuddin (2022), "English in Mind" primarily comprises exercises without activities guiding students to comprehend the discussed topics in class. Consequently, textbooks like "English in Mind" are predominantly utilized as benchmarks for topics to be covered due to their content being primarily focused on activities or exercises.

Exercise

In "Bright an English," the teacher consistently implements these exercises during class sessions. They value these exercises as they align with the competencies outlined in the curriculum, as per the Ministry of Education and Culture of Indonesia (2014). The 2013 curriculum emphasizes that students must achieve specific competencies based on their academic level. Thus,

the activities outlined in the "Bright an English" textbook are tailored to correspond with these required competencies. However, the teacher perceives that the provided exercises lack diversity in offering varied learning experiences. Consequently, teachers sometimes supplement these exercises by creating their own or utilizing applications like Quizizz, in addition to utilizing exercises from the textbook in class.

Regarding "English in Mind," the exercises fall short in achieving the Learning Outcomes stipulated in the curriculum, as highlighted by R. Anuddin (2022) within the "Merdeka Belajar – Sekolah Penggerak" curriculum. This curriculum mandates specific learning outcomes for students based on their academic phase. Regrettably, the exercises within the "English in Mind" textbook do not fulfill these learning outcomes. Consequently, teachers often designate these exercises as homework to focus on developing fundamental skills like vocabulary, grammar, pronunciation, and other basics. In class, teachers frequently rely on exercises they create themselves, while the textbook exercises are assigned as homework to enhance students' fundamental skills.

V. CONCLUSION AND SUGGESTION

This study aims to investigate teachers' attitudes toward English textbooks. The findings revealed that teachers exhibited positive attitudes by persisting in using textbooks despite their various shortcomings, such as lack of substance or theory, inability to fulfill learning objectives, and limited diversity in exercises. Another positive aspect was observed in teachers' utilization of materials and exercises from alternative sources, coupled with their reflection on each teaching and learning activity, aiming to mitigate the weaknesses of the textbooks. These measures

improved the utilization of textbooks, even if primarily employed as benchmarks, supplementary resources, and exercises to bolster fundamental skills.

The researcher recommends that teachers maintain the practice of sharing reflections and displaying diverse attitudes to enhance teaching and learning activities. Additionally, the researcher acknowledges that this research could be further enhanced. Hence, suggestions are offered to conduct similar studies to complement or identify weaknesses and challenges arising from the positive attitudes exhibited by teachers.

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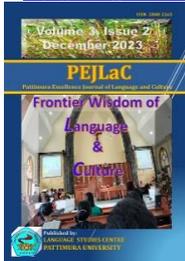


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Teacher's Attitudes toward The Use of English Textbook: A Case Study for English Teachers at Smp N 4 Ambon

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