

THE ROLE OF TEACHER IN USING TEXTBOOK

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Abstract : *This research is to give relevant information in teaching by using the textbook in the classroom. There are some benefits why teacher uses a textbook. The teacher uses the textbook as standardization in delivering the material to become a resource in teaching. The teacher needs standardization from the quality and quantity of the education to adapt the material available in the textbook which can become a source to deliver the material to the students. An acquired literature study conducted is research method. In using the textbook, the teacher should have some roles. They are teachers as controllers, organizers, assessors, prompters, resources, tutors, and observers. All the teacher roles above are to make adaption the material. The teacher should select the appropriate material. A teacher should have a strategy for how the activity to do, and the teacher takes the material which the students deeply need. The teacher assesses to know how far the students understand in learning the material.*

Keywords: *Textbook, Standardization, Teacher Role,*

INTRODUCTION

Learning is kind of activity to get the knowledge. Learning needs some aspects, they are teacher, student, material and method. In learning, to achieve the goal it needs relationship between the teacher to another aspects. In learning process, teacher transfer the material by using certain method. The material can be put from the textbook so, it needs the guidance to use the book. In reality, the textbook cannot be

used well by the teacher. some teachers are confused to adapt the material which is suitable from the textbook. The teachers take the material from the book without selecting the suitable material. This problem makes the teachers are spoiled with the existence of the textbook. There is no creativity in teaching process because they teach the students by textbook based. Teaching by using textbook becomes interesting but the teacher cannot adapt

all the materials in the textbook. Selecting the material is kind of the teachers responsible. The material in the textbook is very large. It needs too much time to finish all the materials in the textbook. The teachers may select a certain material in learning process. Selecting in this term means it is to make appropriate from the material which is put on the syllabus and the material which is available from the textbook.

The teacher should be careful in selecting the material. In relation with the teacher's job in using the textbook, the teacher can explain clearly some difficult material in the textbook. Students find difficulty in understanding the available material in the textbook so the teacher's responsibility is to make the students understand in using the textbook. To use the in-learning process needs the role of teacher. A teacher has roles to make the book effective as guide in learning process or source of learning. Several reasons why the textbook needs the roles of teacher, they are:

1. The teacher needs standarization from the quality and quantity of the education.

2. The teacher have to adapt the material which is available in the textbook.
3. The teacher needs source to deliver the material to the students.

Based on the teacher's roles in teaching process, when the teacher uses the textbook the teacher may add certain material to make the material appropriate. The teacher role of this term mean, it is to make easier in learning process. Teacher should be smart in using textbook because there is bad effect when the techaer teach by textbook based. Teacher can not be convinced by the quality of text book because the knowledge is dynamic. There is change of the material in this time with the future time.

REVIEW OF RELATED LITERATURE

Textbook

The textbook is explained as "a book giving instruction in a subject used especially in schools" (Crowther, 1995) which can be translated as textbooks that provide instructions in a lesson, especially in schools. Textbooks are textbooks in a particular field of study, which are standard books, compiled by experts in that field for instructional

purposes and purposes, which are equipped with suitable teaching facilities and are easily understood by the wearer in schools and colleges, so that it can support a teaching program (Tarigan, 1986: 13). Based on this opinion, textbooks are used for certain subjects. The use of these textbooks is based on learning objectives that refer to the curriculum. In addition to using textbooks, teachers can use tools or techniques that are in accordance with the objectives that have been made previously. The use of which combines textbooks, techniques and other means is aimed at making it easier for textbook users, especially students, in understanding the material. Regulation of the Minister of National Education No 11 in 2005 explains that textbooks are mandatory reference books for use in schools that contain learning material in the context of increasing faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic abilities, and physical and health potential which is compiled based on national education standards. Aisyi et al (2013) concluded that textbooks are books that are used as a guide for students at certain levels as

instructional media, related to certain fields of study. Based on this, textbooks are standard books compiled by experts in their fields, can be equipped with learning facilities (such as recordings) and are used to support learning programs. Textbooks are a central part of any educational system. They help to define the curriculum and can either significantly help or hinder the teacher (Altbach, et al, 1991: 1). Based on this opinion, it is known that textbooks are a major part of several educational systems that help to explain what is contained in the curriculum and can be a clear aid for educators in carrying out learning. Based on the explanation above, it can be said that textbooks are a collection of writings that are systematically made by experts in their respective fields containing certain subject matter and have met the indicators according to the predetermined curriculum as a guide for educators and a tool for students in understanding the material. learn in learning.

Types of Textbooks

According to Tarigan (1986: 29) there are four bases or benchmarks used in the classification of textbooks, namely: a) based on subjects or fields of study

(found in Elementary school, Junior high school and senior high school), b) based on subject in the relevant field (found in tertiary institutions), c) based on textbook writing (perhaps at each level of education), d) based on the number of textbook authors. Meanwhile, according to Haryadin, (2001: 9) the types of textbooks used in schools for primary and secondary education, both for students and teachers, which are used for the learning process are: a) main textbooks, which contain lessons in a particular field that are used as subjects for students or teachers, b) complementary text books, namely those that are helpful, enriching, or are in addition to the main textbooks used by both students and teachers. Based on the explanation above, there are two categories of textbooks, namely as main text books and complementary text books, both of which can be further classified based on subjects, courses, textbook writing, and based on the number of textbook authors. a) main textbook, which contains lessons in a particular field that is used as a subject for students or teachers, b) complementary textbooks, namely those that are helpful, enriching, or are

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Book as Learning Media

Book can be used as media which can be intermediary in learning process. The delivery of material provided by the teacher is not always well received by students. This cause learning objectives are not fully achieved. Therefore, a tool is needed to deliver learning materials in the form of book

as learning media. According to Asyhari, A., & Silvia, H. (2016), Role of text book is as source of information, so this media learning has of advantages that can be used to help learning objectives. Learning by using textbook, it has educative factor because it covers an exactness or the learning of media with purpose to set a target and students to be achieved by participants in accordance with curriculum.

METHODOLOGY OF STUDY

The research belongs to qualitative research. This approach used in the study is a literature study. In collecting the data, the researcher collected the data and information by matching the related sources to the role of teacher can play in using books as learning media through supporting data sourced from research journals, supporting books, newspapers, and other documents which describe related to theory and needed information. According to Creswell (2012) a literature has several objectives to inform the readers of the results of other studies that are closely related to the conducted research at that time. It is done to link the research with the existing literature and to fill gaps in

previous studies. This research literature study conducted by reviewing and summarizing the author's thoughts on several library sources such as articles, books, slide information from the internet, image and graphic data, etc. Those available sources must be related to the topics discussed. This literature study aims to determine the role of teacher in using textbook as teaching media.

RESULT AND DISCUSSION

To make it easier in teaching process teachers are able to use the textbook well. There are some roles to do by the teachers. Before discussing the, some roles of teacher in using the textbook there are descriptions of textbook, teacher role and teacher role in using textbook. The descriptions are states as follows:

Textbook

In learning process teacher needs a textbook as resource or guide to teach certain material. Using the textbook is done to make similar standard in teaching material. According Harmer 2007: 181 textbook provides material which the students can look back at for revision and at their best visual and topic appeal can have a powerfully

engaging effect. Textbook serves the material which can help the teacher to conduct learning process. Some material in the textbook becomes the resource to make it easier in teaching.

Sometimes teacher need a good reference which suitable with some points in the syllabus. A good syllabus determines a recommended textbook to teach. It is a reference in teaching. Harmer 2007:182 says the most important aspect of course book use is for teacher to try to engage students with the content they are going to be dealing with.

The existence of the textbook becomes interesting because a textbook serves the material which dealt with some point in the syllabus so teacher selecting the material to be delivered to the student by using own method, technique or media to make it easier in conducting the material. There are some benefits in using the textbook:

1. Textbook serves the material to be reference in teaching process.
2. Textbook becomes the teacher's guide.
3. Textbook serves the alternative material, procedure of the lesson extra activities and resource.

The three benefits above become the reason why teacher uses a textbook as resource in teaching process.

Role of Teacher

Harmer said the roles of teacher are as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. In using textbook teacher can behave as following:

Teacher as Controller

In the classroom, teacher has a role as Controllers. The teacher takes a position to control during teaching process in the classroom. He can control the students in joining the classroom. Controlling in this term aims at improving during learning process. In teaching English, the teacher takes the role, tells students things, organizes the material and class, drills some difficult material to be kept in mind, reads aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. If this role is connected with the teacher role in using the textbook, it becomes simple thing. The textbook has contained a large material. Teacher has to select some material which are suitable in the textbook. Teacher takes control to match the material should be learned.

According to Febriani, E. A. (2013) teachers and schools must be thorough and careful in choosing textbooks that will be used as guides in the learning process at school for their students. In using the textbook a teacher may be convinced in high quality of the content of the textbook so the teacher may not teach beyond the context of the points which come from the syllabus. (select the material because the contain of textbook large)

Teacher as Organizer

Teacher has a role to organize the students in learning process. Organizing the students in learning process can be illustrated by serving the material, preparing media, serving the method or technique. In other hand It involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop. Teacher as organizer can be applied in the teacher role in using textbook. Teacher may organize what material to be delivered in the whilst activity or post activity. Setyono, et al (2013) say media learning which developed pocket book has very good criteria based on assessment from material

experts, linguists, and media experts. These provide the 86.56%. average rating. In relation with this term delivering material from the textbook in the first meeting up to the last meeting need the teacher role because teacher has to manage the time and available material to make learning process achieve the goal.

Teacher as Assessor

As an English teacher usually the teacher is going to know how far the students master the material. In this case, it is the teacher role where teacher has to act as an assessor, offering feedback and correction and grading students in various ways. Students need to know how and for what they are being assessed. The teacher should tell them what he is looking for and what success looks like so that they can measure themselves against this. In using the textbook teacher as accessor has a description that textbook has some activity in each theme. So, what is going to do with this activity? The teacher may have measurement to know the students understand to accept the material. Some activites in the textbook become the instrument of measuring the students. Febriani, E. A. (2013) states teacher and the school

must be careful in choosing a textbook lessons with the aim of achieving content standards and graduate competency standards which has been specified. In other hand, teacher can be helped by using the textbook because the teacher may take some activity in the textbook as tool of measurement so it does not take too much time to make the activity.

Teacher as Prompter

Prompter in the classroom activity means teacher may give instruction what to be done during learning process. In learning process, some students are confused what to be done during classroom process. In this case, teacher has a role as prompter. When the teacher prompts, he needs to do it sensitively and encouragingly with discretion. If the teacher is too adamant, the risks taking initiative away from the student. On the other hand, he is too retiring, teacher may not supply the right amount of encouragement. In using the textbook teacher can not explain all the materials in the textbook. Students may understand the aims of the book by themselves. Explaining all the material in the textbook makes the students are

spoiled. The teacher sometimes gives the stimulation to understand the meaning or purpose from the textbook. Hanggi (2016) states that reading literacy can be a means for students to recognize, understand, and apply the knowledge gained at school. In the class teacher may have the role by giving a trust kind of learning because not all the students do not know at all what the purpose of the textbook. In the classroom process, usually the teacher finds a student understand the material in fact he is not explained before so the teacher may prompt the students in accepting the material in the textbook.

Teacher as Resource

In learning process, the teacher may act in many kinds of the role. When the students have no spirit the the teacher should be a motivator to return the spirit of the students. When the students do not master the material, they should be helped so the teacher becomes a helper. When the students are bored the teacher may entertain so the teacher role becomes as an entertainer. It looks like teacher should act all the roles in conducting learning process. It has purpose to make the classroom process is communicative

and easier to achieve the goal. When the teacher is acting as a resource teacher will be helpful and available during classroom process, but at the same time he has to resist the urge to spoon-feed our students so that the teacher become over-reliant on us. This role has also relationship with the teacher role in using the textbook. Sometimes, material in the textbook is not clear to be understood or the students find difficulty to understand. Lubis, E. L. S. (2019) states in learning language literacy, teachers must be able to act as role models and must also actively provide reading materials that can improve students' reading skills. In using the textbook the teacher may give a direction the way to use the book or the way to master the material or do the activity. The teacher role is to make the students understand from what the materials are available in the textbook. Explaining some difficult material to help the students.

Teacher as Tutor

The learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result. The existence of the teacher will guide the students in

learning process. The teacher will do as partner to accompany learning process from the students. Teacher supports the students to return the spirit even he has to spend the time to give explanation, motivation, information and many things to help the student beyond classroom process. Teacher as tutor becomes the inspiration when it is applied in using the textbook. Direction in this case is to make the students clear in using the textbook. Not all the material and activity in the textbook can be understood well by the students. To make it clear it needs a help for the teacher. In the other hand some activity in the textbook should be done in pair, small and big group, so in this case it needs the explanation or direction from the teacher. In the other situation, teacher may need method to explain the student even combining the method, for example to use vocabulary textbook, teacher should teach speaking before then writing as the next activity. It is done usually in same time or one meeting.

Teacher as Observer

The teaching process need a monitoring from the teacher. it is done to know how far they can enjoy or how

far they can solve the problem. All the activity from the teacher can not be guided comprehensively. Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary make changes in the future. Indeed, one are of teacher development involves just such observation, build into an action research cycle where the teacher serves the questions about what students do in the classroom and the teacher uses an observation to answer such questions. If it is connected to the use of textbook observing the students is kind of treatment to know the students in facing the problem and how to solve. Febriani, E. A. (2013) states textbook must refer to the applicable curriculum, focus on process skills using a contextual approach, technology and society, and democracy and experimentation. Besides, a book lessons must be able to clearly describe the integration or linkages with other disciplines. Teacher and the school must be careful in choosing a textbook with the aim of achieving content standards and graduate competency standards which has been specified.

Some difficulties that have been faced by the students becomes the measurement to teach more clear or in giving deep explanation to the students.

CONCLUSION AND SUGGESTION

Conclusions

Textbook is important to help learning process. Textbook become resource to help the students in understanding the material. There is a reason a textbook is used to make standarizarion in delivering material to the other school. The existence of the book has some benefits there are: textbook serves the material to be reference in teaching process, textbook becomes the teacher's guide, textbook serves the alternative material, procedure of the lesson extra activities and resource. To make it smart in using the textbook the teacher shoul have some roles they are the roles of teacher are as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. All the teacher roles above are to make adaption the material. The teacher should select the appropriate material, teacher should have strategy how the activity is done, teacher takes the material which is

deeply needed by the students, teacher gives assessment to know how far the students understand in learning the material.

Suggestion

In learning process all the roles should be owned by the teacher. Conducting learning process by using the roles make the used of textbook effective because a textbook becomes the helper to the teacher. Role of teacher become success key to make the education run well so it needs application in the class. To be the source of teaching text book must be supported by teacher role. Teacher becomes more productive to applying teaching process by using textbook.

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