

CHAPTER I

INTRODUCTION

This chapter elaborates on several aspects. The background of the study. The research questions. The purposes of the research. The research scope. The significance of the research. The conceptual framework. Furthermore, the last in previous studies.

A. Background of the study

Materials are essential resources for teachers to assist pupils in learning English. TEYL teachers can choose from this array of materials to create engaging and age-appropriate learning experiences for their students. They include readily available coursebooks, picture cards, storybooks, and more. In a broader view, materials can be defined as anything explicitly used to increase a pupil's knowledge and experience of the language. Therefore, materials may include textbooks (coursebooks), workbooks, storybooks, videos, cassettes, pictures, brochures, menus, interactive CDs, or other real-life artifacts (Moon, 2003). Learning materials in the context of Teaching English to Young Learners (TEYL) encompass a diverse range of resources. These materials are thoughtfully selected and tailored to meet the needs and interests of young language learners. These materials have evolved significantly since the 1920s, focusing on age-appropriate and engaging content (Ghosn, 2018).

The implementation of textbooks in school becomes a crucial thing that needs attention to achieve the objectives of education. Textbooks should consider resource availability, curriculum requirements, and teacher professionalism, focusing on improving instructional quality (Verspoor, 1990). The teachers and school take responsibility for selecting the appropriate textbook related to the school syllabus. While managing the classroom activities, the teachers might have difficulties using the textbook materials, considering the learners' capability and classroom advisability in learning. Despite this difficulty, teachers perceive textbooks positively and use them as a starting point for improving students' understanding, often supplementing them with additional materials (Olivia, 2020).

Moreover, Teachers frequently modify the sequence of tasks and lessons in textbooks to better suit their students' needs (Mallipa, 2019). In the teaching-learning process, the teachers can improve the students' attitudes and the classroom environment by planning enjoyable teaching-learning activities using textbooks. Using interesting teaching materials, such as textbooks, can be an effective professional development tool for teachers (Collopy, 2003).

Implementing textbooks in English language education presents challenges such as resource limitations, curriculum alignment, and adapting to technological advancements. Al-Labadi (2021) highlights that integrating digital textbooks and interactive resources enhances students' performance and enthusiasm. Teachers must adapt materials to suit diverse learners, including those with disabilities, and ensure relevance to their environments. Tyree (1994) emphasizes the need for collaboration among publishers, policymakers, and educators to design inclusive and user-friendly textbooks. Additionally, integrating technology requires teachers to stay updated on digital tools and methods. Despite these challenges, textbooks remain essential for improving English education and preparing young learners for a connected world. However, Teaching vocabulary through textbooks is a well-established method in language education, offering structured content that facilitates systematic vocabulary acquisition. Nation (2001) and Mohammad (2021) emphasize that presenting vocabulary in context and reinforcing it through exercises makes textbooks effective learning tools. Additionally, Richards et al. (2002) highlight the importance of integrating vocabulary into meaningful contexts to enhance retention and practical application. To address individual learner needs, teachers must adapt textbook materials and incorporate supplementary resources, as noted by Thornbury (2002), who argues that varied and interactive approaches improve vocabulary acquisition.

Several Previous studies have been conducted on teachers' challenges in implementing textbooks. The first research was conducted by Wijayanti (2022). The results show that the teacher did not use all of the adaptations in English textbooks in class. From the overall adaptation, the teacher only used four variations in adapting textbooks: adding or deleting the content, addressing omissions,

modifying the tasks, and extending the tasks. The teacher applied those variations to the main activity: observation and association. The teacher does not change and reorganize the content because the students are the ones who create the existing materials and syllabus. In addition, English teachers who teach in grades 8A and 8B of SMPN 2 Mondokan did not find an obstacle in adapting English textbooks, both the leading and supplementary textbooks. The second research was conducted by Nilsson (2006), who also used in-depth interviews to compare the teachers' and students' perspectives of the textbook. The negative results showed that the teachers emphasized that teaching with textbooks saves them much time. On the other hand, the students enjoyed working with textbooks because it helped them to work in advance using the materials from the textbook. It functions as the teachers' guideline in planning the students' activities. Teachers might struggle to design classroom materials and plan students' activities without textbooks. For that reason, the textbook has a strong purpose in teaching-learning activities. The third research was conducted by Azizah L (2023). The research indicates that students 1 and 2 generally perceive textbooks positively, including logical and logical presentation of subject matter, realistic exercises, fun illustrations, and clear, attractive physical appearance. However, they also perceive them negatively, such as lack of clear summaries, outdated material, language structure not aligning with students' abilities, and the textbook being too large. Factors influencing teachers' perception of textbooks include personal experience, students' ability, interest, workshops, and references.

In addition to the distinctions outlined earlier, there are notable disparities between previous and current research. Previous research did not specify the challenges of implementing textbooks, whereas this study explicitly targets challenges in implementing textbooks. Consequently, the focus of this research revolves around examining the implementation employed by EYL teachers in teaching English vocabulary using textbooks students, along with the challenges encountered in implementing. The previous research used participants in junior high school, while the current research used participants in elementary school. The previous studies explain the perspectives of teachers and students on the use of

textbooks, while the current study explains the perspectives only of the teachers. The previous research used descriptive, qualitative, and in-depth interviews, while the current research used a qualitative case study.

A preliminary observation has also been conducted to support this paper. The researcher has conducted preliminary observations for teachers who still need assistance implementing the textbook. At schools, the researcher had casual conversations with teachers. As a result, there are many challenges in implementing textbooks in teaching vocabulary practice, and some teachers still require assistance. Therefore, researchers are increasingly confident that they want to conduct this research. Teaching students to understand English lessons especially vocabulary in elementary school is a big challenge because, even though English lessons in elementary school have been abolished, students still need to explain the vocabulary learning material using textbooks. In addition, it is one of the challenges that teachers must face. However, despite its similarity to this research, it differs in several ways. This current research is at an EYL level. The data collection is observation and interview. The interview participants were English teachers in elementary school. The qualitative method and case study are used in this research. In other words, this research investigates teachers' implementation and challenges textbooks in teaching vocabulary in an EYL classroom.

B. Research Questions

The researcher intends to formulate two primary study inquiries based on implementing the "My Next Words" textbook and its challenges as a learning resource in elementary schools. Here are the two research questions in order:

1. How does the teacher implement the My Next Words textbook as a learning material for teaching vocabulary to young learners?
2. What challenges does the teacher face in implementing the My Next Words textbook in teaching vocabulary to young learners?

C. Research Purposes

This research aims to achieve the following objectives based on the research questions:

1. To describe the teacher's implementation of the My Next Words textbook as a learning material for teaching young learners vocabulary.
2. To identify the challenges teacher's face in using the My Next Words textbook for vocabulary instruction in young learners' classrooms.

D. Research Scope

This research explores how teachers utilize the *My Next Words* English textbook to teach vocabulary to fourth-grade primary school students and the challenges they encounter in the process. The research specifically examines the difficulties teachers face in implementing the textbook and their experiences in using it as a tool for teaching vocabulary. The participant in this research is a fourth-grade English teacher from SDN 262 Panyileukan.

E. Research Significance

Both theoretical and practical areas will benefit from this research:

1. Theoretical Significance

In theory, this research can fill gaps in the scholarly literature by offering perspectives on the new challenges teachers face. Additionally, this study helps teachers better grasp the difficulties and implementation of using textbooks to teach English vocabulary.

2. Practical Significance

There are two points for practical significance in this research. The first is for teachers. This research is expected to help English teachers when they implement the English Textbook "My Next Words" to teach English vocabulary to young learners. The second one is Future Research. This research is to provide more details to other researchers who wish to investigate the relevant field.

F. Conceptual Framework

Learning materials are information, concepts, skills, principles, and values designed to be learned by students in the educational process. These include the content taught in class and function as a basis for achieving learning objectives. According to Cahyaningrum et al. (2015), learning materials are essential components of the educational process and are designed to facilitate student learning and achievement. They encompass information, concepts, skills, and principles tailored to meet diverse student needs. Effective learning materials should be locally relevant, meaningful, and based on constructivist principles to promote active learning and student responsibility (Cahyaningrum et al., 2015).

The content covered in class is also included in the learning materials to further act as a foundation for meeting learning goals. Fink (2007) assumes that learning goals are crucial in course design and curriculum development as a foundation for meeting educational objectives. Well-designed learning goals can increase student engagement and motivation, leading to significant learning experiences. Moreover, Alber-Morgan et al. (2018) learning materials should be aligned with these goals, and educators can adapt curriculum tasks and materials to make content accessible to diverse learners.

The teacher in elementary schools uses "My Next Words." This book is from the Ministry of Education and Culture. Novianti (2023) concluded that the textbook "My Next Words" for grade IV children is the most appropriate. Novianti (2023) et al. assume that the textbook is valuable and relevant, especially regarding the content and its application in real-world situations. However, they also identified areas for improvement, such as the requirement for higher quality and more engaging content.

The implementation of textbooks in school becomes a crucial thing that needs attention to achieve the objectives of education. Textbooks should consider resource availability, curriculum requirements, and teacher professionalism, focusing on improving instructional quality (Verspoor, 1990). The teachers and school take responsibility for selecting the appropriate textbook related to the school's syllabus. While managing the classroom activities, the teachers might have

difficulties using the textbook materials, considering the learners' capability and classroom advisability in learning. Despite this difficulty, teachers perceive textbooks positively and use them as a starting point for improving students' understanding, often supplementing them with additional materials (Olivia, 2020). Moreover, Teachers often modify the sequence of tasks and lessons in textbooks to better suit their students' needs (Mallipa, 2019). In the teaching-learning process, the teachers can improve the students' attitudes and the classroom environment by planning enjoyable teaching-learning activities using textbooks. Using interesting teaching materials, such as textbooks, can be an effective professional development tool for teachers (Collopy, 2003).

Teachers frequently confront challenges while implementing textbooks in primary schools to teach English. More resources are needed. Locating relevant and high-quality textbooks can be challenging, particularly in elementary school settings with limited funding. Another significant barrier to establishing English language instruction is textbook mismatch with the relevant curriculum or students' demands. In addition, the disparities in pupils' ability levels present their difficulties. Textbooks written with a single learning standard might need to be revised for students of different skill levels. (Mallipa, 2019) asserts that to meet the requirements of their students better, teachers frequently need to alter the order in which assignments and lessons are presented in textbooks. Because of this, educators must adapt or reorganize course content to meet the unique needs of each student. For teachers, though, this can require significant time and effort. Olivia (2020) claims that despite these difficulties, most teachers have a favorable attitude toward textbooks and use them as a foundation for helping students become more proficient in the language, frequently adding to them with more content.

G. Previous Studies

Previous studies on the same subject as the current study are referred to as previous related research. The researcher examined three previous investigations that addressed issues relevant to this one, specifically how teachers felt about using textbooks as learning material when teaching English.

The first research is from Amiruddin et al. (2021), The perception of English teachers related to textbooks provided by the government as primary teaching material. This research used a descriptive qualitative method with a design case study. This study used instruments, namely interviews and observation. The sample of this research was three English teachers in SMPN4 Baubau. The findings showed that the teachers did not use the government's textbook as the primary. Still, it was employed as the supporting teaching material, and the teachers used other books from non-government publishers as the primary textbook.

The second thesis is coming from Olivia (2020). Teachers' perception on the use of English textbooks in teaching English. This research used a descriptive qualitative method. The technique used to gain the data was an interview. The data were analyzed descriptively. The research respondents were three English teachers who taught in each grade of students' level. The results showed that the teachers perceived the textbook positively and that the textbook used was not limited to the teachers, creating another initial step to improve the student's ability to understand English even after considering serious negative aspects. The weakness of the leading book makes the teacher use other additional books in learning to provide variety and sufficient material.

The third is from Yulida (2023), The English Textbook Used for Young Learners entitled "Fun with English" for Grade 3 of Elementary School. In collecting data, the researcher used documentary techniques. Then, all data collected were analyzed based on a library research design. This research found that the material in the textbook was relevant to the theory of criteria of the 2013 English curriculum for grade 3 elementary school state by Kementerian Pendidikan dan Kebudayaan. These are the integration of four skills in learning English, the inclusion of two main language components, the integration of the scientific approach, and the integration of character values. Also, the textbook has four good quality characteristics for the learners, free space, age-appropriate materials, well-balanced textbook design, and storyline. Furthermore, it suits the learner's needs to study English in their grade and can improve learners' fun activities for studying English.

The difference between these three studies is the different methods used. The previous study used a descriptive qualitative approach and documentary techniques, while this research used a qualitative approach. The previous study. The previous research was conducted in junior high school, while this research was in elementary schools. While the textbook "My Next Word" was utilized in this research, the book "Fun with English" was used in previous research.

