The Impact of a Textbook Accompanied with Electronic Media to the Teaching of English at Junior High School in Semarang City

by Senowarsito Senowarsito

The Impact of a Textbook Accompanied with Electronic Media to the Teaching of English at Junior High School in Semarang City

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Abstract: *This study aims to investigate whether or not electronic media provided for the completion of textbook "BahasaInggrisKarakterPeduliLingkungan" is suitable besides its positive impact to the teaching of English. The design employed in this research is Research and Development with the samples of twelve (12) teachers and students from twelve (12) private and public junior high school in Semarang City. The instruments used for collecting the data are questionnaire, test and interview. Based on the result of the questionnaire, it shows that there is appropriateness of the electronic media to the content of the textbook. Both teachers and students perceive that the English textbook seen from its standard competence, the use of quotation, and the fitness to the theme belongs to a good category. While for the electronic media seen from the eligibility of the material, the suitability of the topic, and the use of speech function are also perceived have a good category. Seeing from the result of the pre-test, where the mean score achieved is 69 and the post-test, after the treatment or the implementation of the English textbook together with the electronic media, the mean score is 76 then there is an increase in the students' mean scores from pre-test to post-test and it can be concluded that electronic media give a positive impact to the teaching of English. This is also in line with the result of the interview to teachers in which English textbook completed with the electronic media gives positive impact to the enhancement of the students' understanding on the teaching materials as well the awareness to the environmental caring.*
Keywords: impact, textbook, electronic media, teaching English

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I. Introduction

Teaching materials are considered as a major factor in most language programs (Richards, 2001). These materials play a very important role in the language learning process because without which the goals are not achieved. Since learning materials are badly needed to organize the teaching learning process, therefore they must be relevant to the needs of students. English teachers should prepare and manage the teaching learning process as effectively as possible so that students can learn properly and participate actively. The relevant learning materials will be a great help to English teachers in schools, especially in junior high schools as teaching guidelines. By having the right learning materials, English learning will be meaningful and more interesting to increase students' motivation to learn English. It will be better if teachers employ learning materials that are relevant to their students' experiences and backgrounds.

Instructional materials, particularly course books, have an important role in the English language classroom. Instructional materials are a key component in the most language program (Richard, 2001). The course books are usually created by the government which is customized with the curriculum at school. But usually, teachers still need the assistance from the supporting books in order to enrich the knowledge of the teaching materials. In developing an English book, a teacher should take curriculum as the basis for developing it. The curriculum is a set of plans and settings of objectives, content, and teaching materials and teaching methods used for educational purposes. Richards (2002:39) has an argument that the curriculum is all children's activities in the school environment. This includes not only what students learn, but how they learn it, how teachers help them learn using supporting materials, styles, assessment methods and kinds of facilities.

Dubin and Oshtain (1986:34-35) distinguish between curriculum and syllabus. The curriculum contains a broad description of the general purpose by showing the overall educational-cultural philosophy that applies throughout the subject along with the theoretical orientation towards language and language learning with respect to the subject matter. While the syllabus is a more detailed and operational statement of the teaching

learning element that translates curriculum philosophy into a series of planned steps leading to narrower goals at each level. The components of the syllabus in the 2013 curriculum are core competencies, basic competencies, teaching materials, evaluation, timing and learning resources.

In completing the material of the English book, sometimes it is completed with the use of media. By using media, it can make the learning more effective and interesting.

Harmer (2007) states that various objects, images, and other things can be used as instructional media to present and manipulate language and engage students in learning. Moreover Reiser and Dick (1996) argued that instructional media was one of the instructional planning that teachers had to prepare before entering class. Instructional media can be defined as physical means including traditional means such as chalkboards, whiteboards, textbooks and modern means such as video, tape, recorders, computers, overhead projectors, and others that present instructional activities delivered to students.

Electronic media can facilitate the teachers to implement different teaching strategies and different learning styles, online or offline or both learning styles. Guri-Rosenblit (2005) state that they can be used for a variety of learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters. Even the implementation of electronic media in the classroom can enhance the motivation of students to participate in the teaching learning process as well as in understanding the materials taught.

When the English book is accompanied with a suitable media will facilitate the students to comprehend the message of the material easily. The use of learning videos in the teaching and learning process can attract students' interest and attention so that the understanding of the given materials will be much easier.

In this study, therefore the researchers try to investigate the strengths and weaknesses in developing the English book *BahasaInggrisKarakterPeduliLingkungan*and completed with the electronic media.

II. Review of Related Literature

Newton (1990) claimed that text use is usually perceived as a relationship between teacher, student and a text. A texthere can be interpreted in a broad sense,anything that conveys meaning to the readers or it can also be teaching materialsuch as books, magazines, newspaper used by teachers for conducting teaching learning activities. According to Cunningsworth (1995) books or text play role in language teaching as a source material, a source of activity for student practice and communicative interaction and as a source of stimulation and ideas for class activities. So, the existence of a text in this casecannot be separated from a teacher and students; in other words, text, students and teachers can be stated as the three main components of education because theyare indispensable; there are no teaching activities without teaching material, no teaching activities without teachers or students. Then it reminds us that since teaching material plays an important role in learning activities without which teaching learning can happen, so its development should be made under the basis of students' needs. This is due to the fact that students will have great motivation to learn when the material taught is easy, at the level of their difficulty to learn, interesting, and challenging. This is in line with the idea of Madya (2007) who states that learning needs can be met when: (1) the difficulty level of the assignment corresponds to the level of the student's ability; (2) the learning materials and assignments are meaningful to the student; and (3) the student enjoys the freedom to express themselves.

In addition, Richard (2001) points out that a textbook should be relevant and has high quality to students and institutional needs and that it reflects local content, problems, and concerns. Harmer (2007) supports Richard's ideas who states that a good textbook is carefully prepared by containing a coherent syllabus, appropriate language controls, motivating text, equipped with audio tapes/CDs and other accessories such as video materials/DVDs, CD ROM, and additional resource materials.By providing the textbook with electronic media, it is assumed that itcan activate and reinforce the students' attitude and contribute significantly to the formation of new attitudes (Gitten, 1998). He further states that they also play an important role in the moral development of youth, it can complete the textbook. Electronic media are basically media that use electromechanical energy in order to cover the content of the material. (https://en.wikipedia.org/wiki/Electronic_media). The electronic media may consist of radio, television, and movies, and are actually classrooms without four walls (Huston et al., 1992). They learn skills, values and patterns of behavior from the media both directly and indirectly. That is why electronic media may potentially become a very effective tool for learning, especially in the program of interactive learning.

A study regarding electronic media was conducted by Shahzad (2013) entitled "The Impact of Electronic Media on the Students Learning: The Case Study of Gujranwala Division (Punjab, Pakistan)". In this study, he assessed the extent to the electronic media affect the process of students' learning. It was found out that in the case of watching TV, university students need extra time to it and their knowledge efficiency also increases as compared to college students. However,for social and behavior learning affected more to college students than to university level students https://www.researchgate.net/publication/241689498).

Adebayo (2015) conducted similar study entitled "Students' Perception of the Use of Electronic Media ELT Large Classes in Southwestern Nigeria Colleges of Education" the result of which was published in *International Journal of English Language and Linguistics Research*. The findings show that electronic and digital gadget facilitates the pedagogy in ELT large classes in Southwestern Nigerian colleges education; besides, it reduces the boredom in ELT large classes ameliorates congestion through the use of video/teleconferencing and makes the pedagogy in ELT large classes more scientific. The findings also show that electronic and automated gadgets are insufficient and are not properly utilized in Nigerian in ELT large classrooms, while the available automated and electronic gadgets in ELT large classes of Nigerian tertiary institutions are often vandalized and stolen by ethno-religious extremists and rogues (http://www.eajournals.org).

Related to the environmental caring, Hamzah (2013:43) proposes that the environmental caring character does not fully represent the natural talent or instinct but instead it develops as a result of the nurturing process of the education in its broad sense. Any misconduct or mismanagement in the educational process may result in a misbehaved character toward his or her environment, as it is realized character as the result of nurturing process in the society and the environment where someone has been raised and stays and lives there. It is not merely an individual's talents given by the nature. In the academic setting, the only answer to the question of how to develop the character is "through education". Education enables the society to develop the person's character as expected by the other members of the society (Hamzah, 2013:42-43). He further insists that education on the environment isan inevitable need if the civil society is our ideal. In line with the above opinions, Atkinson (2011:143) also states that human beings are considered to be ecological organism—they depend on their environment to survive. Thus, the behavior of the students can be a reflection of the environment they adopt. Cognition, mind, logic-like thought, plays a central role to the endeavor to promote intelligent, adaptive action in the world, and to do so it must be intimately aligned with their environment.This recent study is therefore trying to reveal the impact of a textbook "*BahasaInggrisKarakterPeduliLingkungan*"which is accompanied with electronic media to the teaching of English at junior high school in Semarang City. The impact studied covers the significances on the students' awareness on the environmental caring, the enhancement on the understanding of the material and the English competence.

III. Research Methodology

This study employed Research and Development design (Borg and Gall, 1983:772) because the researchers tried to develop English teaching material in the form of textbook accompanied with electronic media, i.e. learning video. The sample taken was twelve teachers and 291 students from twelve (12) junior high schools in Semarang City.The questionnaire was given to those twelve teachers to know their perception on the suitability of the English book *BahasaInggrisKarakterPeduliLingkungan* and the electronic media used. The interview for the teachers was conducted as well. After the implementation of the English book together with the electronic media in the English class, students were given English test. The material of the testwas taken from the English textbook *BahasaInggrisKarakterPeduliLingkungan* and the electronic media, i.e. learning video. In collecting the data, the researchers distributed the instruments in the form of Google form so the link was distributed to those twelve teachers. After the data were collected then they were analyzed. Two instruments such as questionnaire and interview were addressed to the teachers and English test was for students. Teachers answered the questions in the questionnaire and were interviewed afterwards to ascertain the suitability of the English textbook *BahasaInggrisKarakterPeduliLingkungan* completed with the electronic media, i.e. learning video. The test was given to students to know their enhancement on their English competence after the implementation of the textbook accompanied with electronic media developed. The students' scores can be classified into categories formulated by Arikunto (2013) as follows:

Score	Categories
$80 - 100$	Very good
$66 - 79$	Good
$56 - 65$	Fair
$40 - 55$	Less
$30 - 39$	Fail

Table 1: *The Classification of Students' Score*

IV. Findings & Discussion

4.1. Findings

The questionnaire distributed to the teachers is divided into two parts. They are the questions related to the appropriateness of the English textbook consisting of 15 questions and another 15 questions are relatedto the electronic media. The parts of the English textbook are subdivided into three components: (1) the standard

competence of the book; (2) the use of quotation; (3) the suitability of the theme. While the parts of the electronic media are also subdivided into three components: (1) students' understanding on the material; (2) the suitability of the topic; (3) the use of speech function. The result of the questionnaire is stated in the following figures.
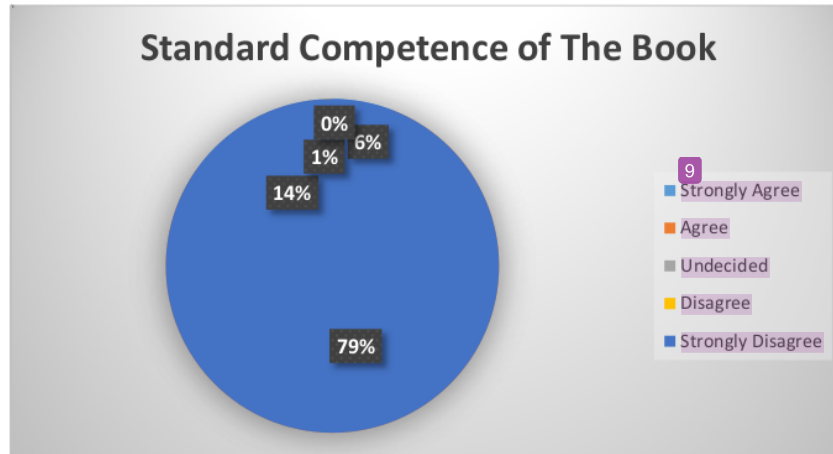
Standard Competence of The Book

0%
6%
1%
9
■ Strongly Agree
14%
■ Agree
■ Undecided
■ Disagree
79%
■ Strongly Disagree

Figure 1: *The Standard Competence of the Book from the English Book*

Figure 1 above shows thatseventy nine percent (79%)of the respondents' state agree and 6% students'states strongly agree. Only 14% of them state undecided and 1% state disagree.It implies the meaning that the standard competence of the textbook is relevant to the standard competence of the curriculum of junior high school

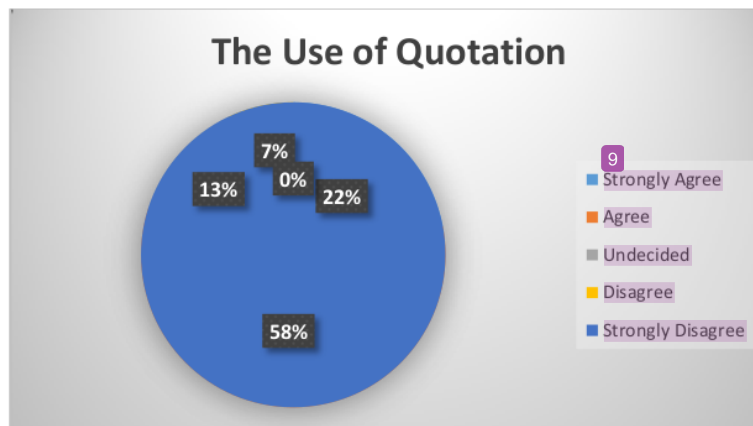The next figure is the result of the questionnaire on the use of quotation.

The Use of Quotation

7%
0%
9
■ Strongly Agree
13%
22%
■ Agree
■ Undecided
■ Disagree
58%
■ Strongly Disagree

Figure 2: *The Use of Quotation of the English Book*

The result shows that 58% students state agree and 22% state strongly agree. It indicates that the English textbook uses quotation that contains sentences that can motivate students in learning English.While 13% of the respondents state undecided and 7% states disagree.

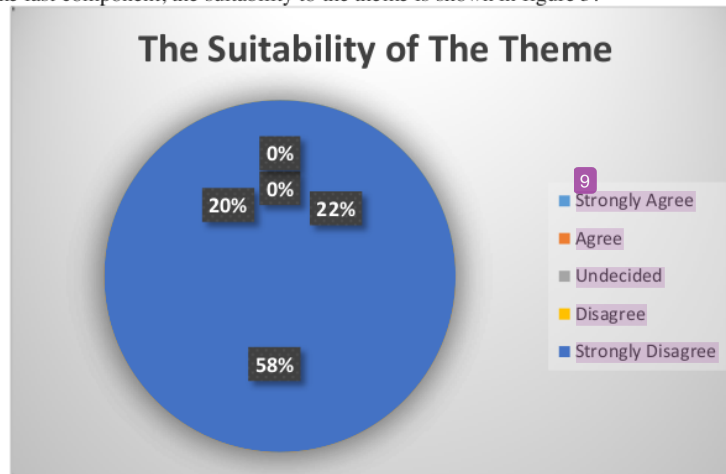The result of the last component, the suitability to the theme is shown in figure 3.

Figure 3: *The Suitability to the Theme*

The result shows that 58% respondents state agree and 22% state strongly agree. Other respondents 20% state undecided. It indicates that the content of the English textbook is suitable with the theme of the environmental caring.

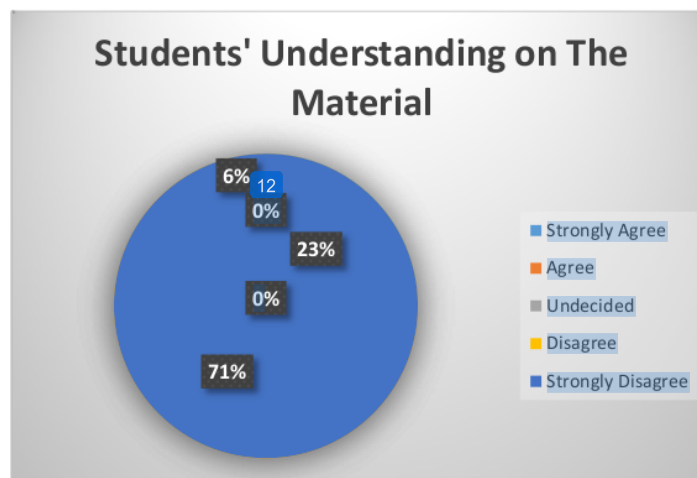The following figures are the results of questionnaire on electronic media.

Figure 4: *Students' Understanding of the Material*

From figure 4, it can be seen that 71% of the respondents state agree and 23% state strongly agree. While 6% state undecided. It means that the content of the material is not too difficult but challenging to be understood by the students.

The next component is the suitability of the topic of the electronic media to the textbook. Figure 5 shows the result of the questionnaire on the topics in the electronic media.
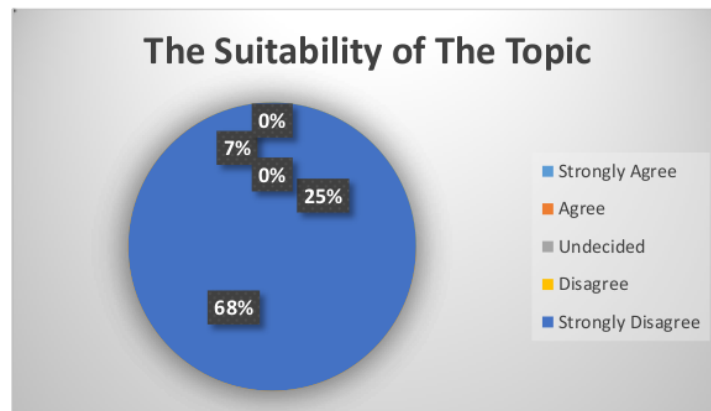
Figure 5: *The Suitability of the Topic*

Figure 5 shows that 68% of the answers agree that the topics in the electronic media are suitable with the main topic in the English book and 25% belongs to strongly agree. Meanwhile 7% of the answers belongs to undecided. So, it can be stated that the topics of the electronic media belong to a very good category.

The last component of the electronic media is the use of speech functions. Figure 6 shows the result of this component.
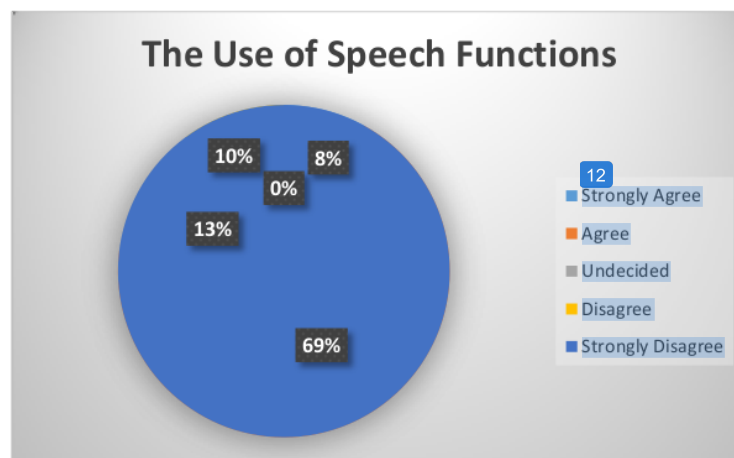

Figure 6: *The Use of Speech Functions*

The above figure shows that 69% of the students state agree and 8% of the students state strongly agree. While other students, 13% of them gave the answers undecidedand 10% disagree.

The researchers also conducted interview to the teachers to know whether or not the electronic media suited to the English textbook. Surprisingly, based on the results of the interview almost all of them expressed satisfaction with the development of English textbook based on environmental caring completed with electronic media. They argue that the teaching materials in the textbookdoes not only improve students' understanding on English but also encourage students to be active in the classroom due to the presence of electronic media that accompanies the material. Electronic media in the form of videos containing character building on the environmental caring can make students realize how important it is to maintain the cleanliness of the environment so as to preserve so as to avoid diseases, natural disasters such as floods, landslides, earthquakes, etc. Students also become more aware of keeping their environment clean such as throwing trash in the garbage can, turning off the water tap after using it, turning off the electricity when it is not used, watering plants, sweeping the yard, etc.

To know the students' understanding on the English materials, the pre-test and post-test were given. The materials of the English test were taken from the units of the English textbook *BahasaInggrisKarakterPeduliLingkungan* that had been discussed. There are approximately 291 students from

12 Junior High Schools in Semarang City. The results are as follows:

No	Name of Schools	Pre-test	Post-test
1	SMP A	71	78
2	SMP B	61	70
3	SMP C	77	82
4	SMP D	66	75
5	SMP E	68	71
6	SMP F	62	76
7	SMP G	70	80
8	SMP H	70	80
9	SMP I	86	86
10	SMP J	64	72
11	SMP K	63	72
12	SMP L	66	70
TOTAL		**824**	**912**
MEAN SCORE		**69**	**76**

Table 2:*The Mean Scores of pre-test and post-test*

The mean score of the pre-test is 69 and the mean score of the post-test is 76. It is clearly seen that there is an increase in the mean score of pre-test (69) to the mean score of the post-test (76) and the score belongs to a good category. So, it can be concluded that the implementation of the English book completed with the electronic media for the teaching of English is successful forit can increase students' English mastery.

To sum up the findings of this research, it is not exaggerating to say that English textbook *BahasaInggrisKarakterPeduliLingkungan*accompanied with electronic media is suitable to be used as teaching material for students of junior high school especially in the seventh grade for it can increase the students' English mastery as well as to make the students aware of the importance of keeping the environment clean.

4.2. Discussion

The development of the English textbook accompanied with electronic media has noble purposes for it is not only intended to enhance students' English mastery but also to educate students' to be aware of the importance of keeping the environment clean due to the fact the natural disaster, flooding, landslide that often happen is mostly caused by the people's ignorance on throwing the rubbish improperly, and the accumulation of garbage etc.The findings show that most students agree to say that textbook and the electronic mediaimplemented for the teaching of English can be a resource of knowledge on keeping the environment clean and its realization and from these students canpractice it in their daily lives. This is line with the idea ofHamzah (2013:43) who states that environmental caring character does not fully represent the natural talent or instinct but instead it develops as a result of the nurturing process of the education in its broad sense. In other words environmental caring character is not a talent but as a result of education. In order to nurture students to pursuit such knowledge, theteaching material which plays as a source of activities for students to practice and communicative interaction and as a source of stimulation and ideas for class activities (Cunningsworth, 1995)should be designed in such a way containingenvironmental character caring.

When it is seen from its content which is perceived by the teachers and students as a suitable teaching material, the English book *BahasaInggrisKarakterPeduliLingkungan* was actually designed in accordance with the revised version of National Curriculum 2013 either for its competence standards, syllabus and the learning objectives. The provisions of lots of interesting pictures and graphs are meant to encourage students to learn English easily. Besides, there are also some motivated sentences in order to motivate students to enjoy studying English. The themes in both English book and the electronic media are suited to the environmental caring with the expectation that it can improve the attitude of students to take care of their environments. The fact that after the implementation of the textbook and electronic media in teaching learning, the students admitted of feeling aware of the importance of keeping the environment clean.

The other strength of the textbook highlighted from students' result on the English test, it shows that

there is a significant increase of the pre-test mean score to the post-test mean score which can be interpreted as an effective teaching material. In other words, based on the students' perception, the teaching material can improve not only their English skills but also their knowledge on the environmental caring. Therefore, the two fold benefits acquired from this teaching material should be maintained firmly by providing more material on other character values so that the students will develop to be good citizens.

A part from the strength of the textbook, there are also some weaknesses uttered by the teachers in relation to the vocabulary and grammar use where some are considered to be a bit difficult for the 7th grade students of Junior High School. However, it is admitted by the teachers that nothing is perfect in the world and so, they suggest revising parts of the textbook which are not appropriate. In short, they appreciate the existence of the development of the textbook provided with electronic media which focus on character building.

V. Conclusions

Teaching material isindispensable from teachers and students because without them there are no teaching activities. Teaching material is the source of teaching learning activities in which through teaching material students can build interaction among students and teachers. When an English teaching material is developed and provided with electronic media, its purpose is not solely onthe improvement of students' English mastery but also on the students' character building that can bring them into better life. This present study that developed the teaching material in the form of textbook provided with electronic media proves to have two fold benefits, nurturing and educatingstudents to have better attitude, behavior, character and better English proficiency. This can be seen from the students' perception where most of them agree to say that the content, the themes in the teaching material developed are suitable and are closely related to the revised edition of curriculum 2013. Besides, the electronic media which are perceived to be of a great help in understanding the content of the textbook, they can also make them aware of the importance keeping the environment clean.

This developed teaching material is also perceived to be an interesting teaching material that can make them happy to study andencourage them to go deeper in understanding the material without having thefeeling of distress.They said that they could enjoy the teaching learning activities using this teaching material. Thus, learning materials which are developedthoroughly can guide the teachers to teach effectively and students can participate actively in class. Based on the teachers' perception on the content of the English book and the electronic media, the textbook can give a positive impact to the teachers and students in enhancing the understanding of the material as well in enhancing their English skills and knowledge of the environmental caring.

Regarding to the importance of the development of students' character, it is suggested that the teaching material developed by teachers should always be coined to the character building. With the insertion of character values in the teaching material, students will unconsciously gain not only the language knowledge but also learn the character values that can be implemented in their daily lives. Consequently, students will grow to be good citizens.

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