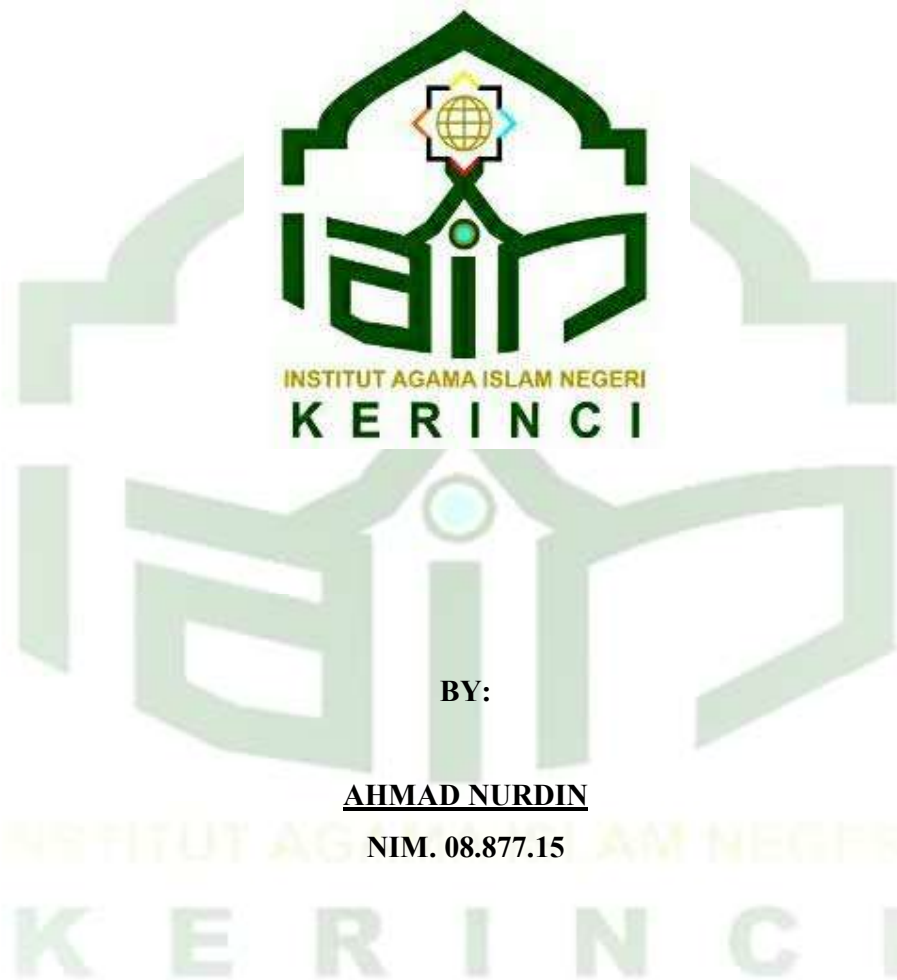# TEACHER'S PERCEPTION ON FOLKLORES IN TEXTBOOK AT MA KOTO PETAI AND MAN 1 SEBUKAR

**THESIS**



**BY:**

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**ENGLISH DEPARTMENT**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

**STATE ISLAMIC INSTITUTE OF KERINCI**

**2020 M / 1441 H**

# TEACHER'S PERCEPTION ON FOLKLORES IN TEXTBOOK  AT MA KOTO PETAI AND MAN 1 SEBUKAR

## THESIS

Submited As A Partial Fulfilment Of The Requiriments For Undergraduate Degree
at English Education Program In Faculty Of Education And Teacher Trining
State Islamic Institude Of Kerinci

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**2020 M / 1441 H**

# CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled, "Teacher's Perception on Folklores In Texbook At Ma Koto Peta And Man 1 Sebukar Academic Year 2020/2021" is the research own work and that, to the best of the researcher knowledge and belief, it certains no material previously published or written and another, or material which to a substantial extent has been accept for the ward of another education instututions, except where due acknowladgment is made in the thesis. Any contribution made to the researh by others, with whom the reseracher has worked at State Islamic Institute Of Kerinci or else where is fully acknowledged.

The resercher also declares that the intelectual content of this thesis is the product the researcher own work, except to the extent that asistance from other in the project's .

Sungai Penuh,  January 2020

The researcher

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Advisor II : Musdizal M.Pd  To

**LECTURERS OF IAIN KERINCI**  The Rector of IAIN Kerinci

Sungai penuh

**OFFICIAL NOTE**

*Assalamu'alaikumWr. Wb.*

After guiding, analyzing, briefing and correcting, the writing of: **AHMAD NURDIN'S** thesis ( the student number is 08.877.15) entittled:**"Teacher's Perception on Folklores In Texbook At Ma Koto Peta And Man 1 Sebukar in academic years 2020"** we are the opinion that the thesis has meet the qualificationas one of the partial fulfillment for an undergraduate degree of English Teaching In Faculty Of Education and Teacher Trining At State Islamic Intitute of Kerinci.

Thus, we processed this thesis to the faculty for an immediate administrative process for final examination.

*Wa'alaikum salam wr.wb.*

Advisor I  Advisor II

**Dr.Toni Indrayad,.M Pd**  **Musdizal,M Pd.**
**NIP. 19770302 200710 1001**  **NIP. 2005028404**

**DEDICATION**

*I hereby dedicate this thesis to:*

*My beloved my brother, Hendrik, and all famlies.*

*Thank you for your endless love, care support, suggestion and who always encourage me and praying for my success in the future*

*To all my friends*

*Thanks for giving motivation and for coloring my live*

*I can't say anything, because the words will never be enough to express how much you all mean to me.*

*See you on top!*

**MOTTO**

اَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٢اِقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْه

*Meaning:(l) Proclaim! (or read) in the name of thy Lord and Cherisher, Who Created, (2) Created man, out of a (mere) clot of congealed blodd: (3) Proclaim! And thy Lord is Most Bountiful, (4) He Who tought (the use of) the pen, (5) Taught man that which he knew not.*

# ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

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All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, the all wise, the lord of the universe who has given the strength and guidance to the researcher so that the researcher ca finish this thesis. Blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that these mortal.

This, thesis, **entitled "Teacher's Perception on Folklores In Texbook At Ma Koto Peta And Man 1 Sebukar "**is intended to fulfill the requirement for achieving the degree Strata 1 at English department of education ad teacher training faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent a great deal of time but gave me valuable experience. The researcher realizes that this thesis would not have been completed without any contributions, motivations, and supports from many people. So the researcher would like to express many thanks to the people who have given their time, ideas, motivations and supports:

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13. The English teacher and first grade students of SMPN 11Kerincifor their participation as the participants of this thesis.

14. And all to my best friends in English Department students of IAIN Kerinci.

The researcher realizes that this thesis is still so far from perfect. However the researcher has expectation that this thesis will be useful for everyone who want to study further about Pictionary game. Constructive criticism and suggestion expected from the readers. Hopefully it can be useful for the reader, especially for the English Department students.

At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Amin.

Sungai Penuh,　　January　2020

The researcher

**Ahmad Nurdin**

NIM. 08.877.15

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**\*CHAPTER I**

**INTRODUCTION**

**A. Background of the Problem**

Language is very important for human's life, it is tool to communicate to other people. Then, English educational is to develop the ability to communicate in both written and verbal. The language skills include listening, speaking, reading and writing. The development of language skills need to be supported by an awareness of the nature and importance of English as one of the main foreign language to become a major tool of learning. However, the development of language without relating to culture and expand the role of language in culture will be the role of the language to be reduced.

One of the main components that determine the success of learning: the role of the book as a source of learning. The book as a reference source that can contain a variety of information that is written by the author to the reader as a step to obtain an overview of the topics covered at the time. The presence of books in education as one of the main sources of learning is often associated with the completeness of the textbook. Textbook is a learning tool that is commonly used by schools and colleges to support a teaching program.[1]

The quality of a good textbook can provide insight, knowledge, and skills that are easily understood by students. Textbooks say to the area to be studied

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[1]Lasa, H. S.."*PenulisanBukuTeksPerguruanTinggi*" *(Online) dalam http:/lib.ugm.ac.id.*Diakses tanggal 13 Desember 2016.p,1.

if in providing learning resources to students has been planned from the beginning by the teachers so as to present a meaningful learning process to students. Selection of the textbook is important to do because not all textbooks in line with the syllabus and basic competencies that are taught at the time.

Textbooks in use in learning in Senior high school is determined by the teacher as presenter of learning materials that lead students toward understanding the ideal expected by the teacher. Errors in selecting appropriate textbooks resulted in the learning process is said to be less successful because the textbook cannot be a source of learning. Existing demands in the syllabus and basic competence in the high school level testified that the use of textbooks in learning can come from anywhere, but the truth of the facts in terms of priority.

Textbooks obtained easily, because the technology can be used by students and teachers in acquiring. Technology as a means facilitate learning becomes essential to use for access to inexpensive and can be done anywhere and is not limited by time. Through the provision of information by the use of electronic textbooks such that there is completeness of the textbook is used as a source of learning in school and as a complement to students' needs.

Folklore is one of the main stories in the English language learning in senior high school. Various folklore as myths, legends, and fairy tales is a form of folklore in a story in the English textbook reading skills as learning materials. But the stories in the text students are always given the stories that are generally well known local stories not shown in the environment of

students. It makes students less able to explore the folklore that exists in the environment. Sensitivity students in preserving folklore to be reduced because of the absence of regional folklore students' place of origin contained in textbooks, and if the students want understand folklores text ,students have to raise reading skills and teacher have to give skills to get information in texts .

Reading is an important skill for English language learners. There are some reasons why it is very necessary; first, it can help the students to enhance their knowledge because they can learn many things through reading. Second, reading can support the students to master the other language skills such as speaking, listening, and writing. Reading comprehension skills are important, without comprehending and interpreting the meaning of the text the reading itself is useless Reading comprehension skills allow us to read proficiently, learn effectively and to conceptualize. It help students get many information and improving their knowledge.

In holly Al-Qur'an Allah said: Q.s Al-alaq 1-5

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِي خَلَقَ ١ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ٢ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْه

*("Read In the of thy Lord who created. Created man from a clot. Read, and thy Lord is the most bounteous. Who taught by the pen. Taught man that which knew not")* (Q.s Al-alaq 1-5)[2]
Based on the verse above, Allah gave command reading for get many

information in our life to be successful in all parts. More ever, by reading we

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[2]Departemen Agama RI, *Al qur'andanTerjemahnya*, (Jakarta: PT Tanjung Mas Inti, 1992), p.597.

have knowledge and reading is an important thing that caused a learning process.

As we know, comprehension is the main goal of reading, since the reading skill is very important, the teacher attempts to help the students to be able to read and comprehend the text and have to be able to discover the meaning which is as the purpose of the text. To construct the meaning of the text the students need to know the main idea of the text.

Besides, to construct reading comprehension, students need teachers and the teacher as a facilitator, conveys his knowledge through forms of language teaching that are expected to be accepted by his students. Have to be able to help they to read and comprehend the text and how the sentences are connected each other in order to comprehend the content of the text. Then, The Researcher have done Pre-Observation in the class and get information about the Teacher problems about the folklore in the textbook.

Based on the results Pre-Observation that Researcher did at MA Koto petai and MAN 1 Sebukar, it was found that information that the ability to students reading comprehension of folklore very low, if the percentage just 38% of those 20 students in MA Koto Petai and in MAN 1 Sebukar just 39% of 25 students at the school years 2020/2021. Besides , Most of students at MA Koto Petai and MAN Sebukar still have problem in reading comprehension and they still confused about how to comprehend the text well. Moreover, The researcher will ask deeply to teachers How they perception on folklore and textbook.

The results of the Pre-observation in class, in the process of learning in English in class V at MA Koto petai and MAN 1 Sebukar, There are some weakness that effect the ability of students and results of learning students in the class V MA Koto petai and MAN 1 Sebukar such as: 1). The participation of students low in the learning, 2).Of dominance of certain students in learning process,3). Students less interested in the way the teacher convey learning,4). Some students less motivated to learn,5). Students tend to playing in the classroom when the teacher explained the material or wrote on the clipboard.

Based on the problem above, the researcher is interested in conducting research entitled "Teacher Perception On Folklore In Textbook".

## B. Identification of The Problem

Based on the background of the problems described above, the problems identified are as follows.

1. Students low participation during the learning process.

2. Students dominate the learning process so that the classroom atmosphere is controlled by the students.

3. Students are less interested in the way the teacher delivers the material.

4. Students tend to play when the teacher explains the material on the board.

In identifying the above problems, folklore materials are needed easily led the classroom atmosphere, especially in the mood of the

students and can be an alternative way to enhance, dominate, motivate, and make students more focused.

## C. Research Question

The statement of the problem in this research is "How is teacher's perception on folklores as teaching materials in English class?"

## D. Objectives of the Research

The objective of the Research is to "Describe the teacher's perception on folklores as teaching materials in English class".

## E. Significance of the Research

The results of this study are expect to be useful both theoretically and practically.

1. **Theoretical Benefits**

   The result is expect to increase the knowledge about textbooks in English language learning in accordance with local cultural characteristics.

2. **Practical Benefits**

   a. The results of this study are expect to provide an overview of the teacher's perception of the textbook in accordance with the learning of English in accordance with contextual in the area.

   b. This research is expect to provide information to the reader about the teacher's perception of the textbook.

F. **Scope of the Research**

The scope of the research is to know Teachers perception, describing in English textbook, This Research focus on teachers' perceptions of the folklore texts on their reading skills. The subjects of this Research are an English teacher at MA Koto petai and MAN Sebukar. Text folklore into the data in this study will be obtain from the textbook use by English teachers.

G. **Definitions of Key terms.**

The operational definition use in this study to provide an underst anding of the title of the study conduct by researchers.

1. **Perception of Teachers**

Teacher's perception mean the responses utter by the teachers about folklores found in English textbook for that is use in teaching and learning process.

2. **Folklore**

Folklore is a story that comes from the community and has a characteristic in accordance with the local culture in the area and believed by the public as an oral and written tradition. Folkore in this study consisted of myth, legend, origin contain in the textbook in senior high school.

3. **Textbook**

Textbook is a learning tool that is commonly use by schools and colleges to support a teaching program.Textbook in this study focus on the textbook of English.

# CHAPTER II

# REVIEW RELATED TO LITERATURE

## A. Review Related to Literature

The study of theory in this study describes about the teacher's perception, definition of folklore, forms of folklore, and the definition of a textbook, research studies relevant frame of mind.

## 1. Teacher's Perception

Teacher's perception is called as teacher's belief. It is about the theory of teacher's behavior, knowledge, language skill and activity in classroom. Bauch in explains teacher's beliefs are attitudes that affect a person's intentions and decisions. In the context of education beliefs refer to teachers' behaviors with some individual teaching practices reflecting teachers' beliefs about teaching and learning a foreign language[3].

Emotions, on the other hand, may involve little cognitive appraisal and may appear and disappear rather quickly, as frustration of trying to solve a hard problem is followed by the joy of finding a solution. Talis defines the core aspects of teachers' beliefs is general pedagodical knowledge. Richards explains teachers's beliefs as

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[3] Bauch . 2013 .*meteologi penelitian folklore* . p 124

thoughts and thinking processes that shape their understanding of teaching and their classroom practices[4].

Canbay, explain teacher's belief is based on the teacher's prior experiences, school practices, and a teacher's individual personality. McDiarmid explains teacher's belief is about understandings of the individual common places: subject matter, learners, learning and teaching, and context. In conclusion, it is thought that teacher's belief is related to attitudes, emotions and experiences that are owned by the teacher in the implementation of the teaching and learning program.

2.  **Characteristics of Perception**

This section drawn from Nelson and Quick's concise description of the three major characteristics that influence one's perception of other people:

a.  Perceivers-Specific Characteristics:

One of the perceivers' specific factors that influence perception is familiarity with the object of perception. Familiarity implies that, compared to others, One is better positioned to make observations leading to better relative ability to arrive at superior decisions about a particular situation.

However, one must note that to perceive someone accurately one must have generated accurate data on that person during the stage of observation. This is because the relationship between

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[4] Richards .1996. *Teachers and Textbooks: A Survey of Beliefs and Practices, in Perspectives .p* 19

familiarity and accuracy is not always direct. One's mood is another important factor that affects the way one perceives others. Generally, the difference in the reaction to situations is a function of the state of happiness or sadness in which ones find them.

Thus, one tends to more easily remember information that identify with moods than those that do not. The self-concept of the perceiver is also a critical determinant of perception. Basically, people that possess positive self-concepts tend to perceive positive attributes in other people, while, those with negative self-concepts tend to perceive negative attributes in others.

Therefore, greater understanding of self allows people to have more accurate perception of others. The cognitive structure, that is, a person's thought pattern of thinking equally determines his/her perception in significant ways. While some individuals are inclined to perceiving physical characteristics such as height, weight, and appearance others pay more attention to central traits or personality dispositions. However, there are people that are capable of perceiving all these traits at the same time instead of focussing on only one aspect.

b. Target-Specific Characteristics:

Social perception is also influenced by certain characteristics that are specific to the person being perceived ( the target). One of the most important target-specific characteristics is the physical

appearance of the perceived. Some of these characteristics include height, weight, estimated age, race and gender. More importantly, perceivers find it easier to pick out those appearance traits include a very tall person, an energetic child as well as newcomers within a community.

Verbal communications out of which perceivers assess a targets voice tone, accent and related factors also affect his/her perception. Furthermore, the nonverbal Communication contains a lot of information through which an individual is perceived.

Eye contact, facial expressions, body movements and posture are features that guide the perceiver's impression of the target. But, while facial impressions tend to convey general meanings, nonverbal communication poses a challenge of having different meanings in different cultures. Mention must also be made of the role of the intentions of the target as inferred by the perceiver.

c. Situation Specific Characteristics:

This is a very significant factor that affects the impression that is formed about someone by an individual. In other words, the Social context of the interaction is a major influence. For instance anybody that interacts with the Chief executive of a bank in a political rally would certainly go away with a different impression of him/her compared to meeting him in his/her bank office. "In Japan, social context is very important.

Business discussions after working hours are or at lunch are taboos. If one tries to talk business during these times, one may be perceived as rude." The strength of situational cues often provides clear indications of behavior that are acceptable within certain environmental contexts. Thus, there are particular situations that influence the behavior of an individual, which do not necessarily affect the disposition of that individual. This is what is referred to as the discounting principle in social perception.

An illustration of this principle is when one comes in contact with a sociable bank marketing officer that goes ahead to find out about pastime, and knowledge of service delivery in the banking industry. Basically, in this context, this person is prospecting for customers to whom he intends to introduce the services of his/her bank.

3. **The Importance of Teacher's Perception.**

Teachers are one of the most important personnel in educational system that are in the front line of education, heavily involved in various teaching and learning processes, and also the final practitioners of educational principles and theories. In the field of English Language Teaching professionals, significant roles of teachers" perceptions have been highlighted. Smylie in his path analysis study of 56 teachers undergoing a staff development process concluded that teacher's

perceptions and beliefs are the most significant predictors of individual change.

Yu in Srangkang and Jansem mentions that teachers" perceptions influence what teachers do both inside and outside the classrooms. Therefore, teachers must be aware of what they perceive and believe when conducting their daily teaching. This means that teachers" perceptions are the basis for teacher to form judgment or make decisions. In addition, teachers"perceptions result in how teachers deal with shortcomings in their teaching situations (Moloi).[5]

Jia states in her study that some writers believed that as behaviour is led by thought, exploring teachers" perceptions and beliefs help gain deeper understanding of teachers" behaviours in classrooms and provide guidance for enhancing teachers" practices. Teachers have a primary role in determining what is needed or what would work best with their students.[6] Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement (Anderson & Roth).[7]

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[5] Moloi, L. 2009. *Exploring the perceptions of English second language teachers about leaner self-assessment in the secondary school.* p.142.

[6] Jia, Y. 2004. *ESL teachers' perceptions and factors influencing their use of classroom-based reading assessment.* Bilingual Research Journal, Vol. 29(2),p. 26.

[7] Anderson, C. W., & Roth, K. L. 1991. *Science teachers' conceptions of teaching and learning.* Greenwich: JAI Press.p.115

Thus, knowing the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

4. **Factors that Influence Perception**

It has been noted that teachers perception are coming from different background. Robson argues that teachers might have been influenced by the way they themselves acquired work-related knowledge in their first occupations, although without direct observation of their practice, it was impossible to confirm this[8]. Holt-Reynolds has suggested that teachers" entry beliefs and perceptions strongly influence both the way they view the theoretical components of teacher training and the teaching behaviours during field experience.

Hsieh indicates that teachers demographic background, educational background, career background had significant effects on teachers" perception and belief about EFL learning. Factors influenced the perception system including individual's learning experiences, public opinions and examples of other people, motivation of EFL learning, and knowledge of educational theory. Based on Banduras theory of self efficacy which related to teachers" perception and belief, self efficacy begin and continue grows up deal with variety of experiences and situations.[9]

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[8] Robson, J. 2002. *The Voices of Vocational Teachers in the UK: Their Perceptions of the Nature and Status of the Further Education Teacher"s Professional Knowledge.* Australian and New Zealand Journal of Vocational Education Research, Vol. 10(2),p.95-113

[9] Bandura, A. 1995. *Self-Efficacy in Changing Societies*. Cambridge: Cambridge University Press. p.3-5

To sum up, factors influencing teachers perception can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students ability, and situation.

5. **Folklore**

Folklore is an oral literature in which concerned with aspects of mimesis, not only formed but also to form an oral culture with the oral state of mind that can be grouped into traditional culture .Including the type of oral literature, while the definition of oral literature is literature that includes expression of citizen's literature and culture that is spread by word of mouth[10].

Limitations on folklore that spread through word of mouth expressed that folklore is the narrative anonymous who are not bound by space and time, which circulated orally in the community, including animal stories, fairy tales, legends, myth [11].

That folklore lifted from English folk-tale[12]. In the scientific arena known as folklore which refers that folklore belonged to a certain society different from other societies. folklore is the story of life in a certain collective environment.

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[10] Hutomo, Suripan Sadi. 1991. *Mutiara Yang Terlupakan: Pengantar Studi Sastra Lisan*. Surabaya: HISKI,p.1

[11] Sudjiman, Panuti. 1984. *Kamus Istilah Sastra*.( Jakarta: Gramedia),p.16

[12] Rampan, Korrie Layun. 2014. *Teknik Menulis Cerita Rakyat*. Bandung: Yrama Widya,p. 1-2

The definition of folklore the etymological folklore, folklore belongs to a collective society, and between communities with one another have different folklore[13]. folklore is a masterpiece of the past, both oral and written are very valuable to future generations[14].

As for the popularity of cultural manifestation, Folklore is one form of physical culture. This relates to a form of culture which consists of (1) an idea, (2) behavior, and (3) physical.[15]

6. **Forms of Folklore** .

The shape of the cover story of the People's prose (1).myths, (2). a legend, and (3). folktale. This is in accordance with the opinion of Danandjaja that the narrative prose of the people is divided into three broad categories, Myths, Legends, and Fairytale.[16]

a. Mite

Mite or myths is a tale containing elements of mystery, the unseen world, and of the gods that are considered really happened by the community owner myth concerned. As for the characters of the gods or beings, while the events occurred in another world, not the world that exists today .Myth is a story

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[13] Ibid ,p.1-2

[14] Endraswara, Suwardi. 2009. *Metodologi Penelitian Folklor: Konsep, Teori, dan Aplikasi*. (Jakarta: Medpress),p.28

[15] Koentjaraningrat. 1994. *Kebudayaan Mentalitas dan Pembangunan*. (Jakarta: Gramedia Pustaka Utama),p.5-13

[16] Danandjaja, . 1995. "A Comparative Study of Japanese and Indonesian Folklores". *Southeast Asian Studies*, Vol. 33,p. 48.

that tells about the universe, about the world of gods, and the figures have heroic values.

Mite is story of the nation's myths, gods and other supernatural beings, in which already contained a variety - of interpretations, even supernatural. [17]Mite distinguished by a fable or a story about animals and legends or stories about the origin. Mite is a symptom that exists in society. He is a model for action that further serves to give meaning and value to life. [18]

b. Legend

Legend is a folktale based on the history of the occurrence of a place and connected with peculiarities or natural wonders.[19] legends are stories by the owner community is considered as a historical event. Therefore, there are some people who say that the legend as a folk history[20].

Definition Legend that is expressed that the legend is the story of folk prose which is considered by the source of the story as an event that truly never happened.[21] The events in the legend at the time had yet occurred in the past and the human world or the world we know today.

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[17] Ratna, Nyoman Kutha. 2011. *Antropologi Sastra: Peranan Unsur-unsur Kebudayaan dalam Proses Kreatif.* (Yogyakarta: Pustaka Pelajar),p.110-111

[18] Ibid ,p.110-111

[19] Soetarno. 2008. *Peristiwa Sastra Melayu Lama.*( Surakarta: Widya Duta Grafika),p.43

[20] Hutomo, 1991. *Mutiara Yang Terlupakan: Pengantar Studi Sastra Lisan.* (Surabaya: HISKI),p.64

[21] Danandjaja. 1994. *Folklor Indonesia: Ilmu Gosip, Dongeng, dan lain-lain.*( Jakarta: Grafiti),p.66

c. Fairytale

Fairytale is short stories collective oral literature whose story is not considered really happened[22]. Fairytale is told primarily for entertainment although many also illustrating the truth, contains lessons (moral) or even satire.[23]

7. **English Textbook**

In teaching learning process, instructional material becomes an important part used to support the language instruction. points out that much language program in the world could not happen without the existence of commercial materials[24]. Further,that materials are primarily aimed at helping learners to improve their knowledge and providing them opportunities to experience language use.[25]

Although there are many modern media that are invented to support teachers and students in teaching-learning procces, such as tape recorder, LCD projector, video, and e-book, many schools still buy and use printed textbook and references. The probably reason why schools still buy and use textbook is that the textbook is cheaper. Besides, school which is isolated will be difficult to reach the modern media.

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[22] Lasa, H. S. 2006. "*Penulisan Buku Teks Perguruan Tinggi" (Online) dalam http:/lib.ugm.ac.id,*p.1

[24] Richards, J.C. & Lesley, T. 2000. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press.p,251

[25] Tomlinson, Brian. 1998. Materials Development in Language Teaching. United Kingdom: Cambridge University Press.

That textbooks is a learning material that commonly used at schools and universities to support the teaching program. It means that an expert in certain studies as a learning material arranges a textbook. Textbook is a good media and easyly understood by the user in schools and colleges to recieve teaching program.[26]

Textbook is used as a main guideline in language teaching especially where the teacher is least capable to deliver the material, but the fact said that not all the textbook can reflect the materials well [27]. This situation also happens in Indonesia where the English classrooms are applied. Furthermore, the existence of the textbook also causes some questions.

The tasks in textbooks as comprising the following contents: (1) Input, that is the information that the learners are supplied with. Input can be in a verbal form (e.g., a series of direction) or non-verbal (example: a diagram or a picture), (2) Procedures, that are the activities that the learners are to perform in order to accomplish the task, (3) Language activity, that is whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both, and (4) Outcomes, that is that the learners will have done on completion of the task. The outcome may be verbal

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[26] Tarigan, Henry G. And Tarigan Djago. 1986. Telaah Buku Teks Bahasa Indonesia. Bandung: PT. Angkara.p,13

[27] Williams, D. 1983. Developing criteria for textbook evaluation. ELT Journal vol. 37.p,6

such as performing a role-play or nonverbal such as drawing a diagram.[28]

English textbook is an English book prepared for schools, colleges, in order to guide the students in learning English. In this research the English textbook analyzed is entitled "Bahasa Inggris" published by Pusat Kurikulum dan Perbukuan, Balitbang. Bahasa Inggris students' English textbook, 1st Edition, written by Utami Widiyati, Zuliati Rohmah and Furaidah in 2014 is the textbook that is analyzed and discussed in this research. This book consists of 9 chapters. Learning English for secondary education class X presented in this book is to improve language skills. This presentation is text-based learning approach, both oral and written purposes by placing English as a vehicle for communication. Understanding of the types, rules and context of the text is emphasized so that the learners capture both the explicit and implicit meanings in a text.

Therefore, it can be concluded that textbooks are important media for teaching-learning designed by experts of field to support teachers in providing material. Besides, textbooks help students to understand and study over again the materials explained. Using good textbooks will support a good teaching and learning procces. Thus, textbooks are media in a teaching-learning activity in the classroom and teachers must choose a good textbook based on the learners` need.

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[28] Agni Kusti Kinasih. 2014. A Content Analysis On English Textbook For The Tenth Graders: Look Ahead An English Course For Senior High School Students Year X And Pathway To English For Senior High School Student Grade X. Yogyakarta: State University Yogyakarta.p,41

## B. Previous of the Research

Relevant studies on this research are used to strengthen the research conducted by the researchers. The first study by Rilya Olga entitled "The Teacher Perceptions On English As A Medium Of Instruction For Mathemetics And Science".[29]

The result of this study is the importance of the use of English as a medium of learning mathematics and science and other subjects. Confidence becomes an important thing to be done by the teacher when the teacher gives an introduction and a conclusion on the material being taught at the time.

Similarity with a study conducted by researchers and Rilya that is equally focused on the teacher's perception. The difference is Rilya on the use of English as a medium of learning, and research on teachers' perceptions of the text textbook folklore.

Second, research by Subagyo, Komari, Pambudi with the title "Perception of Elementary School Physical Education Teacher of the Thematic Integrative Approach to the Curriculum [30]:. The results showed that the perception of elementary school physical education teachers on thematic integrative approach to the curriculum in 2013 in sequence as follows: a very good perception of 4.4%, a good perception for 23.9%,

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[29] Rilya Olga. 2014. *The Teachers' Perceptions On English As A Medium Of Instruction For Mathematics And Science*.( Skripsi. Universitas Muria Kudus: Kudus.)Hal 58

[30] Subagyo, Amat Komari dan Aris Fajar Pambudi. 2015. *Persepsi Guru Pendidikan Jasmani Sekolah Dasar terhada-p Pendekatan Tematik Integratif pada Kurikulum 2013.* Jurnal Pendidikan Jasmani Indonesia Volume 11, Nomor 1. Universitas Negeri Yogyakarta,p.70

32.5% sufficient perception, perception is not good of 19.6%, and the perception is not good by 19.6%.

Subagyo also research colleagues and researchers that together describe the teacher's perception. While the difference is Subagyo focused on the perception of elementary school physical education teacher and researcher focusing on the perception of teachers in the subjects of English to the textbook that contains the text of folklore there is an senior high school.

Third, research by Santoso, Larasati, Fathony with the title "Supervising Teacher Perceptions on Learning Process PPL UNY students in SMK Kota Yogyakarta Doctrine year 2012/2013"[31]. The results showed: the perception of a tutor to the students' skills PPL practices in the learning process of the school year 2012/2013 in the high category 18.33%, the category was 56.67%, and 25% lower categories. A total of 25% included in the low category this is because students do not have experience in teaching practices and lack of control components in the implementation of learning skills, especially in open lessons and clas-sroom management so that the interaction with the students is not maximized.

Similarity research conducted by Santoso et al and researchers that the perception of teachers as a source of information. While the difference Santoso et al conducted a study on the perception of a tutor to students in vocational PPL UNY Yogyakarta, while the researchers on the perception

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[31] Santoso Djoko, Niken Ayu Larasati, Ramlan Arief Fathony. 2013. *Persepsi Guru Pembimbing Terhadap Proses Pembe-lajaran Mahasiswa PPL UNY Di SMK Kota Yogyakarta Tahun Ajaran 2012/2013*. Jurnal Pendidikan Teknologi dan Ke-juruan, Volume 21, Nomor 4. Universitas Negeri Yogyakarta,p.4.

of the subject teachers of English in MA Koto Petai and Man 1 sebukar about the use of the textbook in accordance with the text of folklore. Fourth, research by Wahyuni, Endang, Rokhyanto with the title "Textbook Indonesian Gender-Based Media Character Development as Students".[32]

The results of the study as follows: First, the characters are developed in textbooks are gender-based Indonesian students who are able to access, participation, control, exploit the practice of life, regardless of sex. Second, learning materials gender-based Indonesian developed in accordance with the values of gender and values subjects Indonesian. Third, the structure of textbooks Indonesian gender based must consider: (1) the structure of the display, (2) the structure of the language, (3 comprehension), (4) the structure of stimulants, (5) the structure of the text (readability), and (6) the structure of matter instructional.

Similarity with research conducted by Wahyuni colleagues and researchers that studied the use of a textbook on learning. while the difference Wahyuni et al in the textbook Indonesian whereas gender-based researchers in the textbook of English text in which there are folk-lore.Fifth, research by Dopo and Ismaniati with the title "Teacher Perceptions of Digital Natives and Digital Learning Resources and Motivation Utilizing Digital Learning Resources".[33]

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[32] Wahyuni Lilik, Endang Sumarti, dan Rokhyanto. 2015 *Buku Ajar Bahasa Indonesia Berbasis Jender sebagai Media Pengembangan Karakter Siswa*. Jurnal LITERA, Volume 14, Nomor 2. Universitas Negeri Yogyakarta

[33] Dopo Ferdinandus Bate, Ismaniati Christina. 2015. *Persepsi Guru Tentang Digital Natives, Sumber Belajar Digital dan Motivasi Memanfaatkan Sumber Belajar Digital. Jurnal Inovasi dan Teknologi Pendidikan*. Program Studi Teknologi Pembelajaran PPs UNY: Yogyakarta,p.5

The results of the study are as follows: (1) there is a positive and significant influence teachers' perceptions about digital natives on the motivation of teachers utilize digital learning resources. (2) There is a positive and significant influence teachers' perceptions about digital learning resources to motivate teachers utilize digital learning resources. (3) there is a positive and significant influence, the teacher's perception about digital natives and teachers' perceptions about learning resources Digita together on the motivation of teachers utilize digital learning resources

Dopo and Ismaniati also that together describe the perception of teachers in the use of learning resources. The difference is Dopo and Ismaniati doing research on digital learning resources while researchers in the textbook high school English class X in which there are text folklore.

## C. Theoritical Framework

Correspondence between the basic competencies, materials, and components in learning is one of the main key to successful learning. Alignment between multiple components of learning and the existing shortcomings therein affect the completeness of the learning process.

Textbooks are one of the main components of learning important role as a source of learning. Textbooks need to be supported conformance with learning materials. Textbook includes a legend in high school during this time they are given examples of the legends in the homeland who are considered well-known and easily understood by students. However, the

legends that surround the student is not used as the main learning material, but it is closer to the students' understanding and can preserve local culture.

The local culture that has been there in the stories like the legend is one of the main folklore that is important to know the students. The specificity of the story in various regions is one of the main uniqueness and traditional state being in a region identifier. But this is different from the textbook in schools that exemplify the English language learning material that exemplifies the narration of the legend of the legend that is not in accordance with the contextual environment of students.

The importance of knowing the teacher's perception of the textbook there be a major factor in this study. Teachers as one of the main actors in the education and learning is someone who is in the attitude and stance able to choose textbooks appropriate to the needs of students. But sometimes the teacher must adapt to circumstances on the ground and in the process has not been used textbook in line with expectations. This is important to know about the perception of teachers as professionals.

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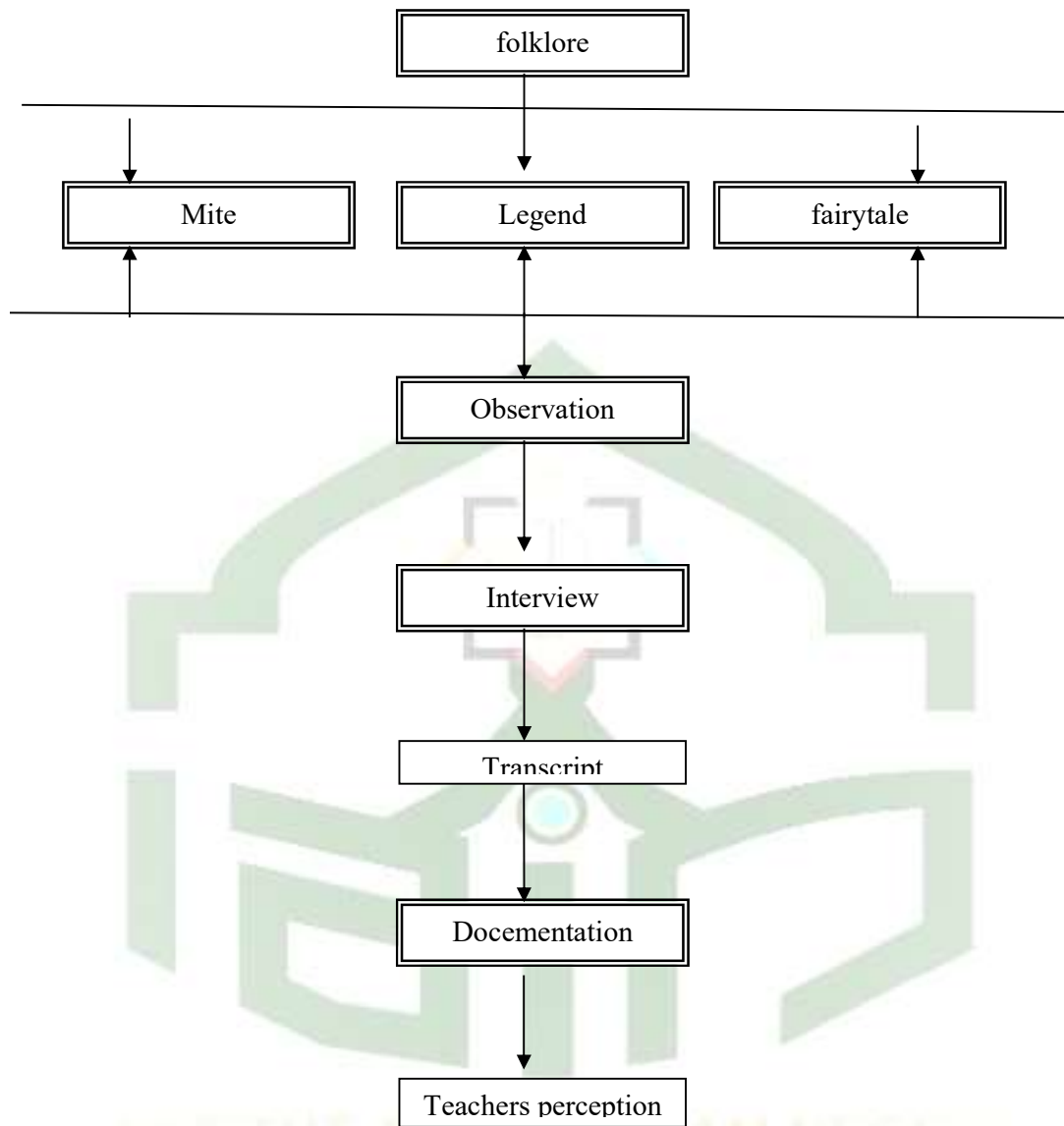
**CHAPTER III**

**METHOD OF THE RESEARCH**

A. **Design of the Research**

Phenomenological methodology is a subset of the qualitative research paradigm. This study is phenomenological in its nature. Literally, phenomenology is the study of "phenomena": appearances of things, or things as they appear in our experience, or the ways we experience things, thus the meanings things have in our experience. Phenomenological study describes the meaning of the lived experiences for several individuals about a concept or the phenomenon[34].

Phenomenological research methods involve garnering insight into a person's past, lived experiences as they recollect them. Phenomenology explicates the meaning people attribute to everyday experiences. It is in contrast to ethnography (i.e., the study of meaning within specific cultures) and sociology (i.e., the search for meaning in specific social groups). The critical question in phenomenology is "what do we know as persons?" [35].

A researcher applying Phenomenology is concern with the live experiences of the people (involve, or who were involved, with the issue that is being research. In this method, the researcher records and notes about the

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[34] Creswell, J.W. (1998). Qualitative inquiry and research design. Choosing among five traditions. Thousand Oaks, CA: Sage,p.51

[35]Reiners, G. M. (2012). Understanding the differences between Husserl's (descriptive) and Heidegger's (interpretive) phenomenological research. Journal of Nursing & Care,p. 1

behavior of participants[36]. In other word, qualitative research is the kind of research which observes how the thing is work.

Qualitative research seeks to provide deeply into the research setting to obtain in-depth understanding about the way thing are, why they see that way and how the participations in the context perceive them. From the explanation of the qualitative above, the researcher sure that qualitative method is a kind of method which is used to observe human experience. The Researcher intention of choosing phenomenological research as the research methodology is to get the result teacher experiences 'on folklores in textbook'.

A phenomenological methodology was selected because, the primary goal was to encapsulate the full meaning of the participant's experiences as shared in their own words. A phenomenological methodology was appropriate for this study because it enables the researcher to "understand the meaning that participants attribute to those actions – their thoughts, feelings, beliefs, values, and assumptive worlds; the researcher, therefore, needs to understand the deeper perspectives captured through face-to-face interaction" [37].

B. **Particisipants and Research site**

1. Participants

Participants in a study are required to get the needed information. Depending on the types of questions asked, the researcher selected the

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[36] Creswell, J.W. (2014). Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Pearson. University of Nebraska–Lincoln,p.17

[37] Marshall, C & Rossman, G. (1999). Designing qualitative research. CA: Sage,p.57

subjects so that they be able to provide the key information essential for the study". It means that in qualitative research, the researchers selected their subject based on the subjects' knowledge which is capable to answer the question[38].

In this research, the researcher chose the Participants by teachers in teaching English in MA Koto Petai and MAN 1 Sebukar. From the observation, the subjects are three teachers in MA Koto Petai and MAN 1 Sebukar in the academic year 2020-2021 who are good in their English teachers. The considerations that make the subjects chosen are:

a. 1 (one) partiscipant in MA Koto Petai (based on the observation).

b. 2 (two) partiscipants in MAN 1 Sebukar (based on the observation).

2. Site

This research conducted in the academic year of 2020/2021 for 60 days , but not yet begun. located on Jl. Tanah cogok and distance MA Koto Petai and MAN SEBUKAR more than 2 kilometer .

Arikunto states that sources of data are subject where the data come from[39]. In this study, researcher used the research procedure in order to get the required data.

C. Data Collection

In collecting data, The researcher used triangulation technique. It is use in the study of one phenomenon being observe by the researcher,

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[38] Lodico ,G,marguerite, Dean T, spaulding, katherin H,Voegle. 2006.Methods in educational Research from Theory to Practice San Fransisco Jossey Bass,p.266

[39] Suharsimi Arikunto, Proses Penelitian: Suatu Pendekatan Praktik, (Jakarta : PT Rineka Cipta, 2006 ).p.149

when they want to get depth answer from the participants. Triangulation may be define as the use of two or more methods of data collection in the study of some aspect of human behavior.[40]

In collecting the data, the researcher used some techniques : observation, interview, transcript, documentation.

1. Observation

An observation is getting the data of the research by attending the process of teaching and learning in the classroom. The researcher joins in the activity as a participant, not just to get close to the others but to try to get something of the experience they have down on paper.[41] The researcher not directly involve in the situation the researcher observing, because it could disturb the teaching and learning process in the classroom. The researcher just sit and checklist the component of contextual teaching and learning in the process of teaching and learning.

State that in the observation, the researcher not only can participate in activities, but they are also able to record information during teaching and learning process in the classroom. However, it requires seeking permission to participate in activities and assuming a comfortable role as observer in the setting. This technique of data

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[40] Cohen, Louis et. Al. (2007). Research Methods in Education. Routledge,p.141
[41] Stake, E.R. (2010). Qualitative Research: Studying How Things Work. (London. The Guil Ford Press),p.94

collection are able to give information to the researcher that are impossible to gain through interview.[42]

In this technique, the researcher used observation checklist relate to the teaching and learning activity on folklore in textbook at teaching English in the classroom. The researcher made a thick (√)in the column "Done" if the Teacher apply the strategies in teaching, and make in column "Not Done" if the Teacher do not apply the strategies. The use of observation checklist is to observe the teaching and learning activity on folklore in textbook during the process of teaching and learning in the class.

The checklist form consist of teaching and learning activity on folklore in textbook which is use in teaching English in the process of teaching and learning in the classroom. It is to ensure that the participants really implement teaching learning process in folklore in textbook.

On the table observation checklist (See the appendix ),The Researcher will checklist"yes"if teacher give material like Mite, Le gend, Fairytale in the classroom . and "No" if doesn't.

2. Interview

To get the data about the Teacher' of Teacher perception on folklores in textbook, the interview were conducted. It is used to obtain unique information or interpretation held by the person interview, to

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[42] Creswell, J.W. (2014). Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Pearson. University of Nebraska–Lincoln,p.214

collect a numerical aggregation of information from many persons, to find out about "a thing" that the researcher were unable to observe themselves.[43] In interviewing the participants teacher perception on folklores in textbook, The researcher used semi-structure interview.

Semi-structure interviews are often use when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provide.[44] Choosing this technique in interviewing the participants base on the consideration that this interview type are more suitable for the exploration of the teacher perception of folklores teaching. The researchers are able to get information deeply through this interview, because the interview question can be develop by the researcher base on the interview guide provide in the research.

To gain the valid data of the perception on folklores, The researcher conduct face to face interview for each participants in the place promise base on the agreement. In-depth interviews are usually conducted face-to-face and involve one interviewer and one participant.[45] Mack also argue that to gain depth interview data, the researcher must be able to engage them. selves with participants by designing question in neutral manner, listening attentively to participants responses, and asking follow up question and probes base

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[43] Stake, E.R. (2010). Qualitative Research: Studying How Things Work. (London. The Guil Ford Press),p.95

[44] Harrell, dkk. (2009). Data Collection Methods Semi-Structured Interviews and Focus Groups. Rand. National Defense Reserch Institute. Available from: www.rand.org,p27

[45] Mack, Natasha et. al. (2005). Qualitative Research Methods: A data Collector's Field Guide. (USA. Research Triangle Park North Carolina),p.29

on the Reponses. The duration of interview is for about 30-60 minutes. This varied length is to obtain a rich data from participants.

For too detail(See the appendix in Appendices 3) , The researcher used Semi-structure interview, because they provide a very flexible technique for small scale research.

Semi-structure interviews are using when the research would benefit from a fairly open framework. They are also using when more useful information can be obtain from focus yet conversational two-ways communication with the participants. In the structure interview, it is usual to formulate detail question before the interviews. In the other hand, "semi structure interviewing starts from broad and more general question or topics[46]

3. Transcript

Transcription is the process of converting audiotape recordings or fieldnotes into text data.[47] It is written verbatim in line format aligned according to the questions from the interview to help match or contradict corresponding responses from the different cases (Merriam, 2001). In other word, The transcription is based on the interview conducted between each participant and the researcher.

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[46] Phatak,A and intratat,C. (2012) *malaysian jurnal and ELT research* , vol 8,p4
[47] Creswell, J.W. (2014). Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Pearson. University of Nebraska–Lincoln.p:239

Cresswell (2014) also stated that it is needed a machine to enable the transcriber to start and stop tape recording or to play them at a speed, so that the transcriber can easily follow them. In this research, I use qualified mobile phone which can be started, stopped, played at speed when I transcribe the result of interview. It is used as a tool of recording based on my consideration that it is not intrusive as to make the participant uncomfortable, however before recording the Researchers tell the teachers to get permition of may intent.

4. Documentation

Documentation as a method of collecting data. Documentation is a method searching data about something or variable include notes, transcript, book, news paper, magazine, agenda, etc. This method only take data like school grade, curriculum, financial input and ground wide.[48]

Guba and Lincoln in Busrowi and Suwandi state that use of documentation and record cause of credible considertation, that are :

a. Document and record use cause of stabile, variant and supporting

b. Have benefit as prove for examination

c. Both of it have benefit and appropriate with qualitative research that naturalism, contextual, and consist on context

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[48] Syamsuddin and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa,* (Bandung : PT. Remaja Rosdakarya, 2009), p. 108

d.  Record more cheap and easy to get, but documentation has to find

e.  Both of it is not reactive so it easy to find with discussion technique[49]

The result of discussion will be opened change to more widely knowledge toward something that investigate.

The researcher took the voice recorder and the pictures in process of interview from  MA Koto Petai and MAN sebukar that are need in this research.

D. **Instruments of the Research**

a. Observation  Checklists

The checklists method is one of the informal methods of observation where the observer has determined the behavioral indicator to be observed from the subject in a table. Checklists is a method with two ways of recording that is open and close. In this research, the researcher used close record and researcher focus on the catagories of behavior that was determined.

b. Interview Guide

In qualitative research, developing the interview guide is often referred to as a fairly straightforward process. refers to it as a list of questions that the researcher intends to ask in an interview. [50] first, it

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49 Busrowi and Suwandi, *Memahami Penelitian Kualitatif,* (Jakarta : Rineka Cipta : 2008), p. 159

*ensures that the investigator covers all the terrain in the same order for each respondent. The second function is the care and scheduling of the prompts necessary to manufacture distance. The third function is that it establishes channels for the direction and scope of discourse.* [51]

Interview is the process of obtaining information for the purpose of research by way of question and answer while face to face between the interviewer with the respondents. The questions ask follow the guidelines that have been made before. Quidde questions in this interview is call "Quidde Interview". In this research, the researcher use quide interview in conducting interviews with teacher.

Questions during the interview process, therefore, must be chosen and posed in a judicious manner. One cannot merely rely on a question such as "what are your beliefs about farming?". The researcher must, through his or her deep understanding of the topic to the teachers, be able to pose questions that will allow both the researcher and the respondent to explore the topic together. This process is unique to qualitative research and is often referred to as data generation or in some cases even "making data"[52]. The data is thus generated through the synthesis of the researcher's questioning and the respondent's

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[50] Merriam, S. B. (1998). Qualitative research and case study applications in education. San Francisco, CA: Jossey-Bass.p,171

[51] McCracken, G. (1998). The long interview. Newbury Park, CA: Sage.p,24

[52] Morse, J. M., & Richards, L. (2002). Readme first for a user's guide to qualitative methods. Thousand Oaks, CA: Sage.p,94

answering, which result in a type of verbal reflection where the respondent discovers new aspects to him or herself. It is a shared process in which both the researcher and the respondent must be active participants.

c. Documentations

Documentation is process of getting information from paint or recording materials relate to the research topic. that written document are sources of research, which often have important role in qualitative research. Thus, the document is use in research because of reason document is a sources of research, which stable, rich and supportis evidence to tasting and it has natural characteristic appropriate to quali tative research.

Documentation is contract from word 'document' that means something either written or film which researcher does not prepare before or researcher does not take. This technique used by researcher to support the data collection from observation and interview. The documentation data is found from recording , photo, syllabus , and lesson plan, from the documents, the researcher can get information about the learning objective. The researcher analyzed the relate documents with the teaching process of folklore in textbook. The aim is to complete information obtain through observation and interview.

## E. Technique of Data Analysis

Analysis of data is one of the most important steps in the research process. Before starting analyze the data, the researcher check specific conventions made in the interview transcripts. "On the top corner of the first page", The date of the interview in the first line written, for example Budi-18/03/14, meaning that the interview is conducted with a student whose pseudonym is Budi, on 18 March 2018. The length of the interview is written in the second line, for instance 00:15:10, meaning that the interview took 15 minutes 10 seconds.

After checked each participants transcript, the researcher started to analyze the data by implementing two phase of data the analysis which usually conducted in analyzing qualitative research data. They were narrative analysis and comparative thematic analysis. Narrative analysis is phase of data the analysis explores the participants understanding. It derives from narrative materials with verbatim transcripts from the in-depth interviews [53]. Thematic analysis is the type of data analysis for identifying and analyzing patterns in qualitative data [54].

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[53] Chan, Z.C.Y. (2013). Bracketing in Phenomenology: Only Undertaken in the Data Collection and Analysis Process. *Article*. Vol. 18, No. 30, pp. 1-9.

[54] Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. Qualitative Research in Psychology, Vol. 3, p. 77-101.

a. Narrative analysis

Narrative analysis offer a way to describe the structures of a stories, which elicited by interview[55] . The narrative provide the realm of experience of the individual about certain event [56]. It attempt to explain what has occurred on the individual. The narrative  conducted for each participants of the study through a story as stated by Silverman above. The researcher ask each participants to tell me their experience during teaching folklore in teaching English textbook in the process of teaching and learning in the classroom. The participants experience recorded by using tap recorder, then followed by transcribing the interview recording. The transcription of each participants is constructed by listening to interview recording for several times. Each of participants experience gained from data collection in the observations, interviews, and documentation will be in chapter IV.

b. Comparative thematic analysis.

Thematic analysis is use to analyze classifications and present themes (patterns) that relate to the data [57]. It is might be a particularly useful method when we would like to investigate about individual experience on an event. Inductive and deductive approach is implemented in analyzing theme. Inductive approach  start with a

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[55]Silverman, D. (2011). *Interpreting qualitative data: A guide to the principles of qualitative research*. London: SAGE.p:75

[56] Bamberg, Michael. (2012). *APA Handbook of Research Methods in Psychology*. Vol. 2. P:77

[57]Alhojailan, M.I. (2012). Thematic Analysis: A Critical Review of Its Process and Evaluation. *West East Journal of Social Sciences*.Vol. 1, No. 1, pp. 39-47.

precise content and then move to broader generalizations and finally to theories. Deductive approach is the approach used to compare the data collected with the perceptions of the participants.

Clarke and Braun describe the appropriateness of thematic analysis employment for qualitative research:

It works with a wide range of research questions, from those about people's experiences or understandings to those about the representation and construction of particular phenomena in particular contexts, it can be used to analyze different types of data, from secondary sources such as media to transcripts of focus groups or interviews, it works with large or small data-sets; and it can be applied to produce data-driven or theory-driven analyses.

## F. Trustworthiness of the Study

Qualitative descriptive phenomenological research design contributed toward truth [58]. The trustworthiness of the data and conclusion needed to be considered in qualitative research, because it relate the research quality credibilty. The quality and credibility of the research is achieved through triangulation of data. Triangulation is the utilization of three data sources to verify the integrity of

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[58]Groenewald, Thomas. (2004). A Phenomenological Research Design Illustrated. *International Journal for Qualitative Methods*. Vol. 3, No. 1, pp. 42-55

the inferences made[59] . In this study, the researcher used four data sources, the data utilized within this study are observation, interview, transcription, and documentation.

To gain a validate data, the researcher gave opportunity each partcipants to rehear  his/her recording result about to make sure the data and analysis was representative of case and to avoid misunderstanding. Then, the researcher transcribe the data by lsitening to the participants' recording result for several times. It is based on consideration, by listening to participants recording result, the researcher deeper undesrtanding about the information supplied by the participants.

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[59]Schwandt, T.A. (2007). *The sage dictionary of qualitative inquiry* (3rd ed.). Thousand Oaks,CA: Sage Publications.

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter contains of explanation about the data findings and introduces each of the participants in this study. The researcher described each one and tell about their instructional practices. Before telling the stories of the participants, it is important to discuss how and why these informants were chosen. of the research , that consists of the result of the teacher's perceptions of folklore in English textbook and also the discussion of data findings.

## 1. DESCRIPTION OF THE PARTICIPANTS'

### A. Mr. john

Mrs. John is a teacher in Ma Koto petai, he is 38 years old and she has teaching experience for approximately 15 years, he graduated from STAIN. Mr.john success as a teacher stems from his hard work and ambitions during college. Mr. John was working at a building supply company when he finished college. when he entered college he only knew about the phrase "i love you" and several subjects and that's when he was often laughed at by his department friends.

Mr.john success as a teacher stems from his hard work and ambitions during college. Mr.john was working at a building supply company when he finished college. when he entered college he only knew about the phrase "i love you" and several subjects and that's when he was

often laughed at by his department friends. however, he got up because of his excessive curiosity and hurt by the ridicule of his college friends.

Mr. john school is located in the rural area of Kerinci next to a moderately populated town. The senior secondary school population is about 150 students, with a third of them being economically disadvantaged. Mr .john's school system is focused on accountability. Educators are expected to be professionals. Mr. john school is constantly trying to improve and find new ideas. They have invested heavily in technology and programs to support students. Regardless of this investment, teachers are important contributors to classroom and educational success.

Mr.john classroom is typical. Consists of 25 tables arranged tightly, 2 outside windows, and motivational posters. Mr.john's room is equipped with an LCD projector and other technology. The students are usually juniors and seniors with about 25–30 students in each class. The class duration is approximately 50-120 minutes.

## B. Mr.joseph

Mr. joseph is a teacher in Man 1 Sebukar, He is 45 years old and he has teaching experience for approximately 20 years , he graduated from D3 STIT, UNJA ,When completing S1, it would be great for Mr. Joseph to complete his undergraduate studies in English education with results that we can say satisfying and on time, even if we say excess time. With the

values listed on the transcript, it was only natural that he could already imagine in his mind how easy it was to get a job.

> *Immediately I imagined being a teacher who was guiding his students in front of the class. Mr.joseph said*

According to Mr. joseph, there are many methods that he feels are quite brilliant and wants him to apply them to deal with problems that often occur in the world of education today.

> *Wow, of course I can immediately apply what I got from studying at the University.*

It looks like Mr. joseph already imagined the bright smiles of his students when they understood what was being explained. Really there is nothing more enjoyable for a teacher than seeing his students understand the lessons that the teacher is teaching.

When he graduated from college Mr.joseph was very excited and immediately made a job application. Did makes it as interesting as possible so that he can describe the real himself. Of course, the first choice fell to public schools, because in their areas public schools are still the prima donna, in contrast to urban areas where the competition between private and public is quite balanced and maybe even parents will choose to enroll their children in private schools that better guarantee their quality.

With a bright smile and a distinctive spirit, the new scholar did leave to strive for his dream. But after going around submitting his applications, the only result he got was disappointment, all applications

were rejected! It has even been rejected before they accept or see the contents of his beautiful proposal (it's a shame my values are ready to show their strength).

Finally, the enthusiasm that had been burning, immediately evaporated at once. One thing he can learn from this experience is that we have to make connections with internal staff or submit a memo with the cool term "Surat Sakti" in order to become an assistant teacher in a school with the status of "teaching practice". In other cases I even heard we had to pay a certain amount of money to be able to "practice teaching". So for graduates who have mediocre grades or even only buy a diploma, if they have a connection or this "Surat Sakti", they can enter easily. Then he thought about the fate of ordinary people who have no connection like me?

Even though we are very excited to participate in building the nation by educating the next generation according to the aspirations of this nation in the 45 Constitution. But what can we do, we are totally rejected!

Mr. joseph school is located in rural Kerinci which is in Sebukar, approximately 10 kilometers from the city center. The high school population is approximately 400 students with more than half of them being economically disadvantaged. Mr. Joseph's focus on the school and his classrooms leaves little time to think about the school system in which Mr.joseph's mind is to make his students understand and cheerful when

studying with him. Mr.joseph described his school as something he thought was special one.

Mr. Joseph classroom is Normal. still a learning tool that Mr.joseph prepared a wide variety of testing equipment designed for student use. There are work samples and projects strategically placed throughout the area as models and learning tools for students to use. Motivational posters provide an element that is entertaining and inspiring in the classroom. In the final hours, the learning area is filled with students working on assignments and conducting experiments in hopes of solving assigned problems.

In Mr. joseph classroom, the students were prepared to solve problems and experiment with new ideas. Students developed their own roles in the classroom/community with the aid of the facilitating teacher. This promoted collaboration and honors contributions made by members of the community. Discovery of knowledge was an important goal of his classes. Failures were seen as opportunities to learn without pressures of grading. The class was home to the students. It was their sanctuary within the school. Mr.joseph was zealous about working with students and guiding them to success. He acted as a facilitator and enabled students to become thinkers. Mr.joseph provided a messy environment with authentic problem scenarios that immersed students in preparation for the real world outside of school.

## C. *Mrs.angel*

Mrs. angle is a teacher in Man 1 Sebukar, she is 35 years old and she has teaching experience for approximately 12 years, she graduated from UNJA. Before graduating from S1, She worked while taking English courses. According to him it is like a saying, "While diving and drinking water." At the English course, he and some of his friends are seen as capable of becoming an Assistant Teacher for the course. even though they have not graduated for the highest level in the non-formal education institution.

In short, after graduating from the university level, he returned to the village where he came from and the principal in another village invited him to become a junior (honorer) teacher. Pretty busy! Especially because of his friendship, he was occasionally asked to teach at the Bimbel to replace the teacher who suddenly was unable to come.

> *Thankfully, so far everyone is happy with the way I teach. this is the term teacher, yes. Not all teachers are educators, and you and I will understand what that means. (Mrs. Angel said)*

At school, the vice principal finds out he teaches at the Course Institute. She asked her to teach in another tutoring place where her English skills needed to be improved in relation to their respective functional jobs. Either shy of the deputy chief or challenged, he was willing.

"Educate or Teach"? That's what he did outside the syllabus. The syllabus, too, was also made by himself which of course adheres to the provisions of academic targets and school policies. In fact, this is not an easy thing, combining the idealism of the quality of teaching and learning with a target curriculum with a tight schedule that cannot be negotiated, for example a mid-test schedule, exams, or assignments and discussions afterwards.

Mrs. Angel believed all students can learn under the right conditions. Differentiation of instruction, projects, and learning activities were implemented to work on student strengths and weaknesses. All aspects of the classroom were devoted to developing an environment that is student centered. Mr.Angel  said her classroom was very different in the school in that it was student oriented and driven.

Mrs. Angel school is located in rural Kerinci which is in Sebukar. The senior secondary school population is about 400 students with more than half of them being economically disadvantaged and some of them having special needs. Mrs. angel's focus on the school and its classrooms leaves little time to think about the school system as a body. Mrs. angel describes her school as a small family. School administration supports and encourages its classroom strategy, even though school administration is constantly changing. There have been 4 different principals and two assistant principals during the 10 years he taught at the school.

Mrs angel's classroom has a distinctive physical setting. However, he stressed that his room was anything but distinctive. There is a table instead of a table so students can see each other and spread out for teaching and learning conditions. Mrs. angel's classroom has a promethean board that allows him to quickly assess basic skills, which gives students more time to explore, discover, and master concepts. Classrooms have outdoor windows and motivational posters that warm the environment.

In the Mrs. Angel classroom, students are prepared to study on their own. Students are empowered by the authentic context to explore, discover, apply, and master concepts with the methods they desire. Students work collaboratively in groups and have an understanding that working together will provide different perspectives, which are maximized their learning opportunities. The transformation into the community is slow and tiring but worth the time as students become excited and involved in their education. He is a facilitator, and to empower his students as thinkers, is delegated to them. Mrs. angel provides an environment that encourages students to take ownership, explore, discover, apply, and master concepts in real authentic states. Mrs. angel expects students to reach outside the box to make their learning interesting and relevant to their future lives.

**Summary**

Participant description provide a brief description of the participants and their class. All of them are high school teachers at MA Koto Petai and Man 1 sebukar. one of them teaches at a medium-sized school located in Koto Petai which is surrounded by other villages. two were taught in the largest school system in Kerinci district which is located in Sebukar. All participants were taught in the same content area. The teaching experience of the participants ranges from 10 to 20 years. Some of the participants went directly to education after graduating from college. two participants were male and one female. Diversity participants learn the added value of the study through different and common perceptions. Each participant qualifies for this study and provides important insights. I appreciate their efforts and admire their hard work.

## 2. Procedural Example

Researcher wanted the participants to feel comfortable interviewing those around them. Researcher want participants to feel comfortable with my presence in class and their learning environment. The researcher allow them to choose a date and time to observe and checklish in class. Before arriving, The researcher asked them where they wanted me to sit during the checklish observation to create the least amount of distraction. During checklish observation, The researcher observed teaching practice, class interactions, and participatory learning rituals. Three interviews took place in one room.

Interviews generally begin with small talk about education in general or current events. Participants then explain their current lesson and class activities.

After a few minutes of having this conversation and getting used to my surroundings, The researcher started the interview. The researcher followed the interview guide (see Appendix), starting with, "Tell me about a typical day in your teaching practice and whether you know about folklores." Each interview is unique in its own way. Participants' answers and probing questions reveal the individuality of each participant. At the end of each interview, The researcher schedule a time and date for doing class observation. Each interview was digitally recorded and transcribed into a word processing document.

3. **How the Teacher's Perception of Folklore in English Subjects.**

   A. Teacher's Perception of Folklore in English Subjects.

   In the learning process, educators are required to master the material to be taught to students. Not only mastering the material, but educators are also required to be able to convey the material well with various methods. In delivering material, of course an educator needs the material they teach to make it easier for educators to deliver material.

   And In using teaching materials about folklore, educators must understand the material to be used, the steps, and the suitability of the material to be taught. So that educators really maximize and achieve the desired results.

Due to the unexpected differences in opinion of the informants and the ongoing meetings and contacts at MA KOTO PETAI and MAN 1 KERINCI, participants in this study reported that in learning about folklore the text was very easy to understand.

> *I think, in teaching the folklore paragraph is very easy to understand, but how students pay attention when the teacher explains.*

Response to the above can be seen that the paragraph folklore is a paragraph which is very easy to understand when learning about folklore, depending on how the students are concerned with the process.

As a Mr. John can only pour what he can, the results again depend on the cooperation of students and how concerned the students are when Mr. Jonh explains, therefore it takes simplicity of text material to make it easier for students to understand. So here Mr. John's perception from the interview results is that this folklore text is very easy to understand.

Mr. Joseph, a teacher at MAN 1 KERINCI also reported that folklore learning made it easier for teachers to explain the content in the text. He thought,

> *I think the simplicity of folklore text makes it easier for us (the teacher) to explain the contents of the text and students absorb what we explain.*

The teacher's response to the folklore text is simple, the teacher says the simplicity of the text makes it easier for us to understand it and students are very easy to absorb the material we teach.

From the perception of Mr. Joseph, the researcher can see that the text in the folklore helps Mr. Joseph and students in facilitating and developing ideas in leading and students absorbing lessons.

A English teacher also reported that in her lessons the folklore text was very easy to understand, but had a different opinion on the final sentence.

> *I think ,,,,text of folklore pretty easy to understand, but most students also have difficulty understanding it.*

The teacher considers this material quite easy to understand, but it seems that the teacher is somewhat less interested and considers the material to be less interesting. So many students have difficulty when learning about folklore.

Mrs. Angel's perception contradicts the perception of Mr. John, Mr. Joseph, but this material is quite easy for her to understand as a teacher, and it also seems that Mrs. Angel is somewhat less interested and finds the material to be less attractive. So that when he taught folklore, many students had difficulty learning folklore.

In the interview statement above, Mrs. Angel was somewhat less motivated and thought that the folklore text did not make it easier for students to absorb lessons, and Mrs. Angel's perception also said that most students had difficulty understanding the contents of the folklore text.

Based on the interview statement with Mr. John, Mr. Joseph and Mrs. Angel above( on June month ) , it can be concluded that MA KOTO

PETAI and MAN 1 SEBUKAR have learned about folklore, and the teachers there also say that the text is very easy to understand, but it depends on how attention is given. students when the teacher explained it. Even though there was a slight difference in views on the perception section of Mrs. Angel's sentence "most students also have difficulty understanding it", but in the text it was very easy to understand.

In teaching folklore, the teacher applied various methods, learning about the folklore of students or students is taught using various methods in order to make it easier for students to understand stories about folklores.

In choosing a learning method, the teacher must adjust the method to be used with the material to be taught. The method that the teacher uses and applies in MA KOTO PETAI and MAN 1 KERINCI is actually to improve mood and make it easier for students to understand what the teacher teaches in English subjects in focus material.

In addition, participants in this study also said that the mood and perceptions of 2 (two) teachers were the same, only one teacher was slightly different.

> *Well ... I think this is a very important point. The mood of students is very important when studying. When the student's mood is good, it will be easier to accept lessons and students are not bored when studying with us.*
>
> *As a way of stabilizing, when we teach, we as teachers do not be too serious when giving material and don't forget to insert a little joke when the atmosphere becomes bland. And actually folklore material can really help make a change in atmosphere, we can tell stories with the stories.*

This is  a very important point about a teacher considers the mood of students when the teacher gives the material, if the mood is good students will be easier for students to understand what we explain. And the teacher also gives a way to stabilize it by not making the atmosphere tense when the atmosphere becomes bland. Don't forget to put a little joke in order to make the students happy again.

Mr. Joseph's participants in this study reported that they experienced ease in stabilizing the students' mood during the folklore learning system.

> *Hm ... if asked about mood, I think every student every day, has a different mood. here our role as teachers must be extra, we as teachers must master the local area and must be able to control the situation.*

> *The way to stabilize it ... we have to interact with students and make the atmosphere fun, that's why folklore is very helpful and can be counted on when the atmosphere starts to get tense.*

This is according to Mr. Joseph perception about a teacher considers when we learn the process of student mood every day is different. Here we as teachers must be more extra and good at controlling the situation.

Participant Mrs. Angel reported that she had difficulty stabilizing the mood of the students.

> *Students' moods are very difficult to guess, because students have different moods every day. It is very difficult to stabilize it.*

This is about the students mood from the Mrs.Angel perception , The teacher Mrs.angel assumes that the mood of students is very difficult to guess and change every day. It is very difficult to stabilize it.

Based on the interview statement above with Mr. John, Mr. Joseph and Mrs. Angel above, it can be concluded that in MA KOTO PETAI and MAN 1 SEBUKAR whatever method educators or teachers use is to make students understand the materials easier and make the student's mood better, hence the folklore material is very helpful in the learning process. However, in the three interviews, only 1 (one) informant was less able to control or stabilize the students' mood with the help of folklore.

To see responses of the teachers, the items of interview could be seen in the following explanation:

In the unexpected disagreements of informants and in the on going meetings and contacts at MA KOTO PETAI and MAN 1 KERINCI, regarding eye contact ,facial expressions, and gestures. Participants in this study reported that learning about folklore was very much needed and very influential in the learning process. However, only one teacher has different emphases in the three divisions.

> *Hm ... eye contact, facial expressions, and gestures needed when a teacher explains the contents of folklore text, so students feel happy to see the teacher explain, so that there arises an aura of an active teacher and students feel noticed and the lesson is not boring.*

Next is the statement of interview question, The question is about eye contact, facial expression, body movement when learning process. The teacher said "when it is really needed and must really be understood by the teacher when learning about folklore, and as if the teacher has a cheerful and active aura so students feel noticed when the lesson takes place.

Mr. Joseph's participants in this study reported that:

> *Hm ... eye contact facial expression, body movement. this is very influential when we teach about folklore. Because by mastering these three things, we can control the atmosphere of the class and the class becomes fun.*

Next is the interview statement question, The question is about eye contact , facial expression, body movement when learning process  the Teachers say with these three things if we can understand, we will be able to control the classroom situation and students will automatically be happy so that they all become happy learning with us.

Participant Mrs. Angel reported that her three things are very useful, but the emphasis is on facial expressions

> *Eye contact, facial expression, body movement. These three things are very useful, but facial expressions are very useful. because we use facial expressions that ordinary students cannot appreciate us, we have to use facial expressions that are rather loud so our authority is maintained as a teacher.*

Finally is the interview statement question from the Mrs. Angel , The question is about eye contact, facial expression, body movement when learning process . in the interview this time the teacher's opinion is indeed very different from the teachers who studied the interview before, this time the teacher pressed on facial expression, because this teacher's authority is rather high.

Based on the conclusion above, the researcher concluded that the learning process with folklores material in the English textbook was very easy to understand with the text that was easy to understand, clarity, and

helped stabilize the students' mood with the story. Although in the above interview there is only one informant who has not been triggered in teaching and applying material about folklores.

Three participants were interviewed and observed in their teaching practice. interviews and observations were conducted to obtain valuable information related to their experiences and their perceptions of folklores in the classroom. Data collected from interviews and observations were analysed individually in each participant, resulting in results and previous discussions. Each participant was phenomenal in teaching practice and enlightening researchers on the answers they gave.

Base on teachers perception above, The conclusions of the three informants (with Mr. John, Mr. Joseph and Mrs. Angel) above, the researcher concluded that the learning process using folklore material in English textbooks is very easy to understand and helps teachers in holding class recognition, and with text. which is easy to understand, clear, and helps to stabilize the students' mood, and can master the local area with eye contact, facial expression, body movement in the foclore learning. Even though when the interview was stated above, there was only one informant who had not been triggered and had a slightly different view from other informants in teaching and applying material about folklore.

Three participants were interviewed and observed in their teaching practice. interviews and observations were conducted to obtain valuable information related to their experiences and their perceptions of folklores in the

classroom. Data collected from interviews and observations were analyzed individually in each participant, resulting in results and previous discussions. Each participant was phenomenal in teaching practice and enlightening researchers on the answers they gave.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After findings and analysis from IV, in order to answer the research questions in the thesis entitled "teacher perceptions in folklore in English textbooks", it can be concluded as follows:

The Teachers 'Perceptions of folklore in English textbooks explain that folklore makes it easier for teachers and students to understand the contents of the text with the clarity of the text, besides that it is also easier for the teacher to play with the students' moods with what methods they provide. The results revealed that: Learning English with folklore material at MA Koto Petai and Man 1 Sebukar went well and made it easier for teachers to teach and teachers more easily led the classroom atmosphere, especially in the mood of the students and can be an alternative way to enhance, dominate, motivate, and make students more focused.

B. Suggestions.

1. Schools

School are expected to include educators in workshop activities, seminars, and trainings on learning methods, so that educators can increase their understanding of learning methods and be able to apply them in daily learning activities.

2. Teacher

The learning process at MA KOTO PETAI and MAN 1 KERINCI with folklores material can work well if the teacher understands the material they are going to teach and they can play the mood of the students, and it is better to add folk tales from the local area. In this regard, the researcher suggests that teachers take more training.

3. Students

Students should be more active, attentive, more focused in every learning activity, so that the learning process runs smoothly and is able to understand the material that has been taught by the teacher.

4. The Next Researcher

The next researcher is expected to be able to find new and more effective learning materials, so that students can achieve the competency standards that must be achieved.

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**PARTICIPANT 1**

| No | Indicator | Statement folklore and perception | Sub-indicator | Yes | No | Note |
|----|-----------|-----------------------------------|---------------|-----|----|----|
| 1. | Mite | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Mystery** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers explain the simple text folklore. | | | | |

| | | The teacher explain text folklore with clarity. The teachers responsibility in teaching of folklores. | Universe | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

| | | The teachers explain the simple text folklore. | | | | |
|---|---|---|---|---|---|---|
| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| 2. | Legend | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | Folk history | | | |

| | | The teachers responsibility in teaching of folklores. | | | | |
|---|---|---|---|---|---|---|
| | | The teachers explain the simple text folklore. | **Event** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | | | | | |
| 3. | Fairy tales | The teachers explain the simple text folklore. | | | | |

| | | The teacher explain text folklore with clarity. | **Entertainment** | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | | | | | |
| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Truth** | | | |

| | | The teachers responsibility in teaching of folklores. | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Moral** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

**PARTICIPANT 2**

| No | Indicator | Statement folklore and perception | Sub-indicator | Yes | No | Note |
|----|-----------|-----------------------------------|---------------|-----|----|------|
| 1. | Mite | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Mystery** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers explain the simple text folklore. | | | | |

| | | The teacher explain text folklore with clarity. | Universe | | | |
|---|---|---|---|---|---|---|
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | | | | | |
| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

| | | The teachers explain the simple text folklore. | | | | |
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| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| 2. | Legend | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | Folk history | | | |

| | | The teachers responsibility in teaching of folklores. | | | | |
|---|---|---|---|---|---|---|
| | | The teachers explain the simple text folklore. | **Event** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
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| 3. | Fairy tales | The teachers explain the simple text folklore. | | | | |

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| | | The teacher explain text folklore with clarity. | **Entertainment** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Truth** | | | |

| | | The teachers responsibility in teaching of folklores. | | | | |
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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Moral** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

**PARTICIPANT 3**

| No | Indicator | Statement folklore and perception | Sub-indicator | Yes | No | Note |
|----|-----------|-----------------------------------|---------------|-----|-----|------|
| 1. | Mite | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Mystery** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers explain the simple text folklore. | | | | |

| | | The teacher explain text folklore with clarity. The teachers responsibility in teaching of folklores. | Universe | | | |
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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| 2. | Legend | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Folk history** | | | |

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|---|---|---|---|---|---|---|
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers explain the simple text folklore. | **Event** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |
| | | | | | | |
| 3. | Fairy tales | The teachers explain the simple text folklore. | | | | |

| | | The teacher explain text folklore with clarity. | **Entertainment** | | | |
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| | | The teachers responsibility in teaching of folklores. | | | | |
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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Truth** | | | |

| | | The teachers responsibility in teaching of folklores. | | | | |
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| | | The teachers explain the simple text folklore. | | | | |
| | | The teacher explain text folklore with clarity. | **Moral** | | | |
| | | The teachers responsibility in teaching of folklores. | | | | |

APPENDICES 2

Name    : Ahmad Nurdin

NIM      : 08:877:15

Faculty  : Tarbiah

Mayor    : English Education  Department.

Title Of The Research :Techer Perception On Folklore In Textbook In MA Koto Petai and Man 1 Kerinci

1. How the Teacher perception about the simple text folklore?

2. How the teachers perception about clarity text of folklores ?

3. How the teacher perception about the teachers responsibility in teaching of folklores ?

4. How the teachers perception about the students mood ? How to stabilize theirs mood ?

5. How the teachers perception if using Physical apperence(eye contact , facial expression, body movement when learning process?

6. How the teachers perception if using social context when learning process?

**IMFORMANT 1**

Interview date                                   :15 june 2020

Place and time                                   : Ma Koto Petai And 10:30-12:00

**Identity informant**

1. Name                           : Mr.john

2. Gender                         : Male

3. Experience of teaching  :17

**Interview result**

**A:** How the Teacher perception about the simple text folklore?

*bagaimana persepsi bapak tentang text folklore yang sederhana ini ?*

**B:** *Iya , sebenarnya paraghraph folklore sangat lah mudah di mengerti dan di pahami, tapi bagaimana siswa memperhatikan ketika guru menjelaskan.*

**A:** How the teachers perception about clarity text of folklores ?

*Bagaimana persepi bapak tentang kejelasan text cerita rakyat?*

**B:** *Iya......... text folklore sangat lah jelas dan sangat mudah di pahami. Tapi alangkah baiknya jika ada cerita folklore yang berhungan dengan cerita folklore setempat.*

**A:** How the teacher perception about the teachers responsibility in teaching of folklores ?

*Bagaimana persepsi bapak tentaang tangung jawab seorang pendidik dalam pembelajaran tentang cerita rakyat/folklore?*

**B:** *Tanggung jawab guru kertika mengajar folklore sangat lah penting dan sangat di butuhkan. Karna guru yang bilangt sukses mengajar ketika kita siswa paham apa yang kita ajarkan.*

**A:** How the teachers perception about the students mood ? How to stabilize theirs mood ?

*Bagaaimana persepsi bapak tentang mood siswa? Dan bagaimana cara menstabilkannya?*

**B:** *Nah ... ini point yang sangat penting nih . mood siswa adalah hal yang sangat penting ketika belajar. Ketika mood siswa baik akan semakin mudah untuyk menerima pelajaran dan siswa tidak lah bosan ketika belajar dengan kita.*

*Cara menstabilkankan , ketika kita mengajar, kita sebagai guru jangaqn terlalu serius ketika memberikan materi dan jangan lupa sisipkan sedikit lelucon ketika suasana menjadi hambar. Dan sebenarnya materi folklore bisa sangat membantu membuat perubahan suasana, kita bisa berstory telling dengan ceritanya.*

**A:** How the teachers perception if using Physical apperence(eye contact , facial expression, body movement when learning process?

 Bagaimana persepsi bapak tentang penggunaan penampilan fisik (kontak mata,expressi wajah, gerak tubuh )

**B:** *Hm...... kontak mata, raut wajah, dan gerak gerik tubuh di butuhkian kertika seorang  guru menjelaskan isi text folklore, sehingga siswa merasa senang melihat guru menjelaskan, sehingga di sana muncul lah aura dari seorang guru yang aktif dan siswa merasa di perhatikan dan pelajaran tidak membosankan.*

**A:** How the teachers perception if using social context when learning process?

 Bagaimana persepsi bapak tenntang sebuah kontek dalam pembelajaran cerita rakyat/folklore ?

**B:** *Tentunya guru menjelaskan tidak pernah lari dari kontek sosial, agar materi tidak kemana-kemana.*

**IMFORMANT 2**

Interview date                  :23 june 2020

Place and time                  : MAN 1 KERINCI And 08:30-10:00

**Identity informant**

1. Name                 : Mr. JOSEPH

2. Gender               : Male

3. Experience of teaching  :20

**Interview result**

**A: How the Teacher perception about the simple text folklore?**

*bagaimana persepsi bapak tentang text folklore yang sederhana ini ?*

**B:** *Kesederhana text folklore mempermudahka kita(guru) memperjelaskan isi text dan siswa menyerap apa yang kita jelaskan.*

**A:** How the teachers perception about clarity text of folklores ?

*Bagaimana persepi bapak tentang kejelasan text cerita rakyat?*

**B :** *Kejelasan text folklore sangatlah mudah di pahami oleh seorang guru .tetapi siswa kita belum tau , itu tergantung bagaimana siswa menyimak ketika guru menceritakan/menjelaskan.*

**A:** How the teacher perception about the teachers responsibility in teaching of folklores ?

*Bagaimana persepsi bapak tentaang tangung jawab seorang pendidik dalam pembelajaran tentang cerita rakyat/folklore?*

**B:** *Jika di tanyakan tentang tanggung jawab, kita sebagai seorang guru harus siap mempertanggung jawabkan apa yang kita ajarkan, tapi ketika menjarkan tentang text folklore saya terpicu untuk mermbuat siswa saya paham dan membuat suanana menjadi fun. Nah, disitulah saya merasa tanggung jawab saya membuat siswa bahagia meningkat*

**A:** How the teachers perception about the students mood ? How to stabilize theirs mood ?

*Bagaaimana persepsi bapak tentang mood siswa? Dan bagaimana cara menstabilkannya?*

**B:** *Hm ... kalau di tanyakan tentang mood, setiap siswa setiap harinya ,memiliki mood yang berbeda-beda . disini peran kita sebagai guru harus lebih extra , kita sebagai guru harus menguasai lokal dan harus bisa mengendalikan situasi.*

*Cara menstabilkannya ...kita harus berinteraksi dengan siswa dan membuat suasana menjadi fun. maka dari itu folklore sangat lah membantu dan bisa di andalkan ketika suasana mulai menjadi tegang.*

**A:** How the teachers perception if using Physical apperence(eye contact , facial expression, body movement when learning process?

*Bagaimana persepsi bapak tentang penggunaan penampilan fisik (kontak mata,expressi wajah, gerak tubuh )*

**B:** *Hm ...kontak mata facial expression , body movement . ini sangatlah berpengaruh ketika kita mengajarkan tentang folklore. Karena dengan menguasai ketiga hal tersebut , kita dapat mengendalikan suasana kelas dan kelas menjadi fun.*

**A:** How the teachers perception if using social context when learning process?

*Bagaimana persepsi bapak tenntang sebuah kontek dalam pembelajaran cerita rakyat/folklore ?*

**B:** *Menurut saya tidak masalah ketika keluar dari konteks sosial , hal yang terpenting siswa mudah memahami apa yamng kita ajarkan.*

**IMFORMANT 3**

Interview date                    :27 june 2020

Place and time                    : Ma Koto Petai And 08:00-09:30

**Identity informant**

1. Name                    : Mrs.Angle

2. Gender                  : Female

3. Experience of teaching  :15

**Interview result**

**A:** How the Teacher perception about the simple text folklore?

bagaimana persepsi bapak tentang text folklore yang sederhana ini ?

**B:** *Text folklore lumayan mudah di mengerti,  tapi kebanyakan siswa juga*

*kesulitan   memahaminya.*

**A:** How the teachers perception about clarity text of folklores ?

*Bagaimana persepi bapak tentang kejelasan text cerita rakyat?*

**B:** *Iya, text folklore sangat lah mudah di pahami danj mudahkita jelaskan*

*ketika   menjar materi tentang folklore .*

**A:** How the teacher perception about the teachers responsibility in

teaching of   folklores ?

*Bagaimana persepsi bapak tentaang tangung jawab seorang pendidik dalam pembelajaran tentang cerita rakyat/folklore?*

**B:** *Tanggung jawab seorang guru ketika mengajar tentang folklore adalah untuk membuat siswa kita paham dan mengerti apa yang kita jelaskan.*

**A:** How the teachers perception about the students mood ? How to stabilize theirs mood ?

*Bagaaimana persepsi bapak tentang mood siswa? Dan bagaimana cara menstabilkannya?*

**B:** *Mood siswa adalah hal yang sangat sulit di tebak, karena setiap harinya siswa memiliki mood yang berbeda-beda. Sangatlah sulit menstabilkannya.*

**A:** How the teachers perception if using Physical apperence(eye contact , facial expression, body movement when learning process?

*Bagaimana persepsi bapak tentang penggunaan penampilan fisik (kontak mata,expressi wajah, gerak tubuh )*

**B:** *Ketiga hal ini sangat berguna , akan tetapi facial expression lah yang sangat berguna. karna dengan kita memakai facial expression yang biasa siswa kurang dapat menghargai kita , kita harus memakai facial expression yang agak lebiah keras sehingga wibawa kita terjaga sebagai seorang guru.*

**A:** How the teachers perception if using social context when learning process?

*Bagaimana persepsi bapak tenntang sebuah kontek dalam pembelajaran cerita rakyat/folklore ?*

**B:** *Ketika kita mengajarkan tentang konteks sosial ,tentunya kita jangan sampai keluar dari kontek sosial.*