# STUDENTS PERCEPTION ON THE USE OF TEXTBOOK FOR ENGLISH LEARNING OF SECOND YEAR STUDENTS OF AS-SHOFA JUNIOR HIGH SCHOOL PEKANBARU

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**Abstract**: *Textbooks are an essential component of the educational system because they fulfill so many functions. For students, they not only provide as the corpus of knowledge on their grade level, but they also give their learning structure and reinforcement through their organization and illustration (Miller & Berry, 1962). the use of printed books in learning, especially learning English, has several opinions. Books can help teachers explain material according to lesson plans and also help students understand the lessons which delivered by the teacher. This study is looking forward to the students of As-Shofa Junior High School perception's towards the use of textbook for English learning. The researcher choose descriptive method as design method to collect the data from the students' perception. The results of the questionnaire administered to second-year students of As-Shofa Junior High School regarding the use of textbooks for English learning can be categorized as Positive Perception. Out of the total 26 respondents, the questionnaire yielded a percentage of 75.19 out of 100 available points. The highest score is observed in item number 12, addressing whether the English textbook suits students' level due to clear instructions for the grammar and vocabulary parts. This item obtained a score of 117 out of 130 points available, with a percentage of 90%. Conversely, the lowest score is attributed to item number 14, concerning the ease of completing exercises in the English textbook with teacher explanation. This item received a score of 53 out of 130 points available, translating to a percentage of 40.77%. This research also finds the teacher to attentively consider and integrate the feedback provided by students into their teaching practices. Hopefully they will build upon the findings to delve deeper into related areas of inquiry, expanding the knowledge base in the field of language education*

**Key Words:** *Perception, Textbook, Learning*

# PERSEPSI SISWA TENTANG PENGGUNAAN BUKU TEKS UNTUK PEMBELAJARAN BAHASA INGGRIS SISWA KELAS DUA SEKOLAH MENENGAH PERTAMA AS-SHOFA PEKANBARU

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**Abstrak:** Buku teks merupakan komponen penting dalam sistem pendidikan karena memenuhi banyak fungsi. Bagi siswa, buku teks tidak hanya menyediakan pengetahuan pada tingkat kelas mereka, tetapi juga memberikan struktur dan penguatan pembelajaran melalui organisasi dan ilustrasinya (Miller & Berry, 1962). Penggunaan buku cetak dalam pembelajaran, khususnya pembelajaran bahasa Inggris, memiliki beberapa pendapat. Buku dapat membantu guru menjelaskan materi sesuai dengan rencana pelajaran dan juga membantu siswa memahami pelajaran yang disampaikan oleh guru. Penelitian ini mengharapkan persepsi siswa Sekolah Menengah Pertama As-Shofa terhadap penggunaan buku teks untuk pembelajaran bahasa Inggris. Peneliti memilih metode deskriptif sebagai metode desain untuk mengumpulkan data dari persepsi siswa. Hasil kuesioner yang diberikan kepada siswa kelas dua Sekolah Menengah Pertama As-Shofa mengenai penggunaan buku teks untuk pembelajaran bahasa Inggris dapat dikategorikan sebagai Persepsi Positif. Dari total 26 responden, kuesioner menghasilkan persentase sebesar 75,19 dari 100 poin yang tersedia. Skor tertinggi diamati pada item nomor 12, yang mengatasi apakah buku teks bahasa Inggris sesuai dengan tingkat siswa karena instruksi yang jelas untuk bagian tata bahasa dan kosakata. Item ini mendapatkan skor 117 dari 130 poin yang tersedia, dengan persentase 90%. Sebaliknya, skor terendah terkait dengan item nomor 14, mengenai kemudahan menyelesaikan latihan dalam buku teks bahasa Inggris dengan penjelasan guru. Item ini mendapatkan skor 53 dari 130 poin yang tersedia, yang menerjemahkan menjadi persentase 40,77%. Penelitian ini juga menemukan bahwa guru dengan cermat mempertimbangkan dan mengintegrasikan umpan balik yang diberikan oleh siswa ke dalam praktik pengajaran mereka.


**Kata Kunci:** Persepsi, Buku teks, Pembelajaran

## INTRODUCTION

Because of its significance, teaching English has become a universal need. The reason for this is because English has historically represented national accomplishment (Mutiah, 2020). English is a very significant subject as a result. This is corroborated by the notion that proficient English is now required for effective communication (Kumar & Negi, 2017).

Approximately 90% of college courses for the estimated 19.6 million students enrolled in American colleges and universities in 2009 (Snyder and Dillow 2010) use one or more textbooks as an additional teaching resource (Advisory Committee on Student Financial Assistance 2007). When only US expenses are taken into account, $160–200 million are spent on psychology textbooks; each year, 1.2–1.6 million students enroll in the introductory psychology course alone (Steuer and Ham 2008).

Textbooks are an essential component of the educational system because they fulfill so many functions. In fact, many educators view textbooks as the curriculum itself, and many even go so far as to teach their students the whole contents of these books from cover to cover. In contrast, these books serve as the curriculum and the point of reference for the entire system, including the government, districts, and schools. For students, they not only provide as the corpus of knowledge on their grade level, but they also give their learning structure and reinforcement through their organization and illustration (Miller & Berry, 1962).

While textbook content is undoubtedly vital, the conceptual framework that guides the teaching of ideas and concepts is just as significant. Even though it is a significant factor, the design of school textbooks deals with more than only aesthetics (Neill, 1982). A textbook becomes a comprehensive educational resource by virtue of its inclusion of necessary elements like glossaries, pertinent graphics, and teacher's notes, to mention a few.

According to the writer's small observation and experience, the use of printed books in learning, especially learning English, has several opinions. Books can help teachers explain material according to lesson plans and also help students understand the lessons which delivered by the teacher. But sometimes some books have less explanations or even different explanation from what the teacher explained. The use of printed books is also being replaced by search engines like Google which can load the latest book and free.

Based on the explanation above, the researcher intended to conduct a research entitled Students' Perception on the Use of Textbook for English Learning of Second Year Students of As-Shofa Junior High School.

## RESEARCH METHOD

The researcher choose descriptive method as design method to collect the data from the students' perception. Descriptive method was a method of research that involves collecting data in order to test hypotheses or to answer the questions concerning correct status of the subject of the study. The descriptive method also designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the research. According to Williams (2007), descriptive research is research design used to examine the

situation involving identification of attributes of a particular phenomenon based on an observational basis.

The instrument of this research is questionnaire. The questionnaire instrument is chosen because, as Sugiyono (2010) claimed, the questionnaire is an efficient data collection technique if the researcher knows exactly what variables to measure and what can be expected from the respondent.

The data collection will use these following steps.

1. First, the researcher will gather the sample from the second year students, class A, B, C and D.
2. Then, the students perceptions questionnaire will be distributed to the sample to get students perception data.
3. The students will choose the options which are available on the questionnaire
4. After students complete all the questions in questionnaire, the researcher collect it again and start to analyze the data.

The data from questionnaire was analyzed and counted to determine the perception of second year students of As-Shofa Junior High School on the use of textbooks by observing the checked item in the 'Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree' coloumns and using formula with the use of Microsoft Excel. Likert Scale Rating can be seen below:

**Table 1. Likert Score Rating**

| Option | Score | |
|---|---|---|
| | **Favourable** | **Unfavourable** |
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Undecided | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly Disagree | 1 | 5 |

5. Adapted from Wu and Hiltz (2003)

The researcher will count the cases and converts it into a percentage, Using Sudjiono's formula to calculate the percentages of the datas. The form of the formula is down below:

$$P = \frac{n}{N} \ x \ 100\%$$

Detail:

P: Person

n: Number of item

N: Total number of items

**FINDING AND DISCUSSION**

There are 20 items as the questionnaire to find out students' perception on the use of textbook for English learning of second year students of As-Shofa Junior High School. The results are presented as follow:

**1.) Overall Score of Student's Questionnaire Result**

Based on Ratminingsih and Padmadewi's theory (2017), the results of the questionnaire administered to second-year students of As-Shofa Junior High School regarding the use of textbooks for English learning can be categorized as Positive Perception. Out of the total 26 respondents, the questionnaire yielded a percentage of 75.19 out of 100 available points. "Cara kedua" and then he change the language into English *"Do not make any plans",* back to Indonesian "jangan bikin rencana apa-apa, pokoknya" and then back to English one more time into "*go with the flow".* This kind of switching is included into Intra-sentential type as Hoffman (1991) says Intra sentential switching occurs when a switch occur between the clause and sentence boundaries.

**2.) Average score of items**

The results of the questionnaire on the use of textbooks for English learning among second-year students of As-Shofa Junior High School, adapted from Syifa and Albiansyah (2021), are presented in Table 1. The highest score is observed in item number 12, addressing whether the English textbook suits students' level due to clear instructions for the grammar and vocabulary parts. This item obtained a score of 117 out of 130 points available, with a percentage of 90%. Conversely, the lowest score is attributed to item number 14, concerning the ease of completing exercises in the English textbook with teacher explanation. This item received a score of 53 out of 130 points available, translating to a percentage of 40.77%.

There are four indicators of this research based on Syifa and Albiansyah, 2021 which are material and content, design and appearance, exercise and activity, and English skills development. The data are presented per each indicator as follows.

**Table 2. The Average Score of Material and Content Indicators**

| No | Item | Average Score | Percentage |
|----|------|---------------|------------|
| 1 | 1. The organization of the content in English textbook are useful | 105/130 | 80,77% |
| 2 | 2. The level of English textbook is suitable with students' standard in this school | 102/130 | 78,46% |
| 3 | 4. The English textbook contents are easy to understand | 93/130 | 71,54% |
| 4 | 5. The vocabularies of English textbook are hard to understand | 94/130 | 72,31% |
| 5 | 6. The English textbook gives short and clear instructions | 96/130 | 73,85% |

| No | Item | Average Score | Percentage |
|---|---|---|---|
| 6 | 19. The images and illustrations featured in the English textbook are suitable with the age of the student | 109/130 | 83,85% |
| | Average | 100/130 | 76,79% |

Table 2 shows the item scoring the highest points for Material and Content is item number 19, with the question 'The images and illustrations featured in the English textbook are suitable for the age of the student,' receiving 109 points out of 130 available, equivalent to 83.85%. On the other hand, the lowest score for the Material and Content indicator is found in item number 4, with the question 'The English textbook contents are easy to understand,' scoring 93 out of 130 points, representing 71.54%. The average score for the Material and Content indicator is calculated to be 100 out of 130, or 76.79%.

**Table 3. The Average Score of Design and Appearance Indicators**

| No | Item | Average Score | Percentage |
|---|---|---|---|
| 1 | 3. The English textbook provides good size, colors and illustrations | 103 /130 | 79,23% |
| 2 | 11.The organization of the English textbook is not well ordered | 100/130 | 76,92% |
| 3 | 13. The English textbook appearance is attractive because of it's style of letters | 104/130 | 80,00% |
| 4 | 17. The English textbook containts a lot of pictures relate with topic for each chapter | 102/130 | 78,46% |
| | Average | 102/130 | 78,65% |

Table 3 showing 'The English textbook appearance is attractive because of its style of letters,' achieving 104 points out of 130 available, equivalent to 80.00%. Conversely, the lowest score for the Design and Appearance indicator is observed in item number 11, questioning 'The organization of the English textbook is not well ordered,' scoring 100 out of 130 points, representing 76.92%. The average score for the Design and Appearance indicator is computed to be 102 out of 130, or 78.65%.

**Table 4. The Average Score of Exercise and Activity Indicators**

| No | Item | Average Score | Percentage |
|---|---|---|---|
| 1 | 7. The English textbook provides supporting sources for each chapter | 104/130 | 80,00% |
| 2 | 8. The exercises of English textbook are enjoyable | 104/130 | 80,00% |
| 3 | 10. Learning style on the English textbook are various | 105/130 | 80,07% |

| No | Item | Average Score | Percentage |
|---|---|---|---|
| 4 | 14. The exercise of the English textbook is easy to be done by student with teacher's explanation | 53/130 | 40,77% |
| 5 | 15. The exercise of the English textbook is easy to be done by student without teacher's explanation | 85/130 | 65,38% |
| | Average | 90/130 | 69,38% |

Table 4 shows 'Learning styles in the English textbook are various,' achieving 105 points out of 130 available, equivalent to 80.07%. Conversely, the lowest score for the Exercise and Activity indicator is observed in item number 14, questioning 'The exercises in the English textbook are easy to be done by students with the teacher's explanation,' scoring 53 out of 130 points, representing 40.77%. The average score for the Exercise and Activity indicator is calculated to be 90 out of 130, or 69.38%.

**Table 5. The Average Score of English Skills Development Indicators**

| No | Item | Average Score | Percentage |
|---|---|---|---|
| 1 | 9. The English textbook improves my speaking and writing skill | 99/130 | 76,15% |
| 2 | 12. The English textbook suit with students' level due clear instruction for grammar and vocabulary part | 117/130 | 90,00% |
| 3 | 16. The English textbook provides interesting activities for reading and listening skill | 105/130 | 80,77% |
| 4 | 18. The reading text in the English textbook is very easy to understand and improves my reading ability a lot | 97/130 | 74,62% |
| 5 | 20. This book has a listening section that can be played through the associated ebook application | 78/130 | 60,00% |
| | Average | 99/130 | 76,31% |

Table 5 shows 'The English textbook suits students' level due to clear instructions for the grammar and vocabulary parts,' obtaining 117 points out of 130 available, equivalent to 90.00%. Conversely, the lowest score for the English Skills Development indicator is observed in item number 20, asking whether 'This book has a listening section that can be played through the associated ebook application,' scoring 78 out of 130 points, representing 60.00%. The average score for the English Skills Development indicator is calculated to be 99 out of 130, or 76.31%.

**Table 6. The Average Score of All Indicators of Questionnaire**

| No | Indicators | Average Score | Percentage |
|----|------------|---------------|------------|
| 1 | Material and Content | 100/130 | 76,79% |
| 2 | Design and Appearance | 102/130 | 78,65% |
| 3 | Exercise and Activity | 90/130 | 69,38% |
| 4 | English Skills Development | 99/130 | 76,31% |
| | Average | 98/130 | 75,29% |

The analysis of Table 6, which showcases The Average Score of All Indicators of Questionnaire from second-year students' perceptions of the use of textbooks for English learning at As-Shofa Junior High School, reveals insightful findings. First, the Material and Content indicator attained a score of 100 out of 130, with a percentage of 76.79%, categorizing it as positive perception according to Ratminingsih and Padmadewi (2017). Second, the Design and Appearance indicator secured a score of 102 out of 130, with a percentage of 78.65%, also falling under positive perception. Third, the Exercise and Activity indicator obtained a score of 90 out of 130, with a percentage of 69.38%, categorized as moderate perception. Lastly, the English Skills Development indicator achieved a score of 99 out of 130, with a percentage of 76.31%,

The Design and Appearance indicator received the highest score, followed by three indicators categorized under positive perception: Material and Content, Design and Appearance, and English Skills Development. Conversely, the Exercise and Activity indicator obtained the lowest score and was the only one categorized under moderate perception. Overall, the average score of students' perceptions towards the use of textbooks for English learning at As-Shofa Junior High School is 98 out of 130, with a percentage of 75.29%. According to Ratminingsih and Padmadewi (2017), this places students' perceptions in the realm of positive perception, indicating satisfaction and agreement with the overall quality and effectiveness of the English textbooks. Positive perception in this context implies that students view the use of textbooks for English learning favorably, suggesting a conducive learning environment and effective teaching materials.

## CONCLUSION AND RECOMMENDATION

### Suggestion

Based on the data analysis of the research findings and interpretations, the researcher found some conclusions. First, out of the total 26 respondents, the questionnaire yielded a percentage of 75.19 out of 100 available points. This indicates a positive level of agreement among the students regarding the usefulness and effectiveness of the textbooks. There are 20 items as the questionnaire on this research. The highest score is observed in item number 12, addressing whether the English textbook suits students' level due to clear instructions for the grammar and vocabulary parts. This item obtained a score of 117 out of 130 points available, with a percentage of 90%. Conversely, the lowest score is attributed to item number 14, concerning the ease of completing exercises in

the English textbook with teacher explanation. This item received a score of 53 out of 130 points available, translating to a percentage of 40.77%.

The questionnaire of this research consists of four indicators from which was used in this research. They are, Material and Content, Design and Appearance, Exercise and Activity and English Skills Development. In summary, the Design and Appearance indicator received the highest score. Conversely, the Exercise and Activity indicator obtained the lowest score and was the only one categorized under moderate perception. Overall, the average score of students' perceptions towards the use of textbooks for English learning at As-Shofa Junior High School is 98 out of 130, with a percentage of 75.29%. According to Ratminingsih and Padmadewi (2017), this places students' perceptions in the realm of positive perception, indicating satisfaction and agreement with the overall quality and effectiveness of the English textbooks. Positive perception in this context implies that students view the use of textbooks for English learning favorably, suggesting a conducive learning environment and effective teaching materials.

**Recommendation**

According to this research, the researcher would like to offer several recommendations. First for the researcher, I hope to craft insightful conclusions and recommendations that contribute meaningfully to the discourse on English language education, particularly about students' perception on using English textbook during learning English. The researcher hopes the students to experience increased motivation and engagement in their English studies, leading to enhanced proficiency and academic achievement.

Hopefully, this research also finds the teacher to attentively consider and integrate the feedback provided by students into their teaching practices. The collaboration between educators and students will foster a more dynamic and student-centered learning environment, enhancing the effectiveness of English language instruction. The last recommendation is for other researchers. Hopefully they will build upon the findings to delve deeper into related areas of inquiry, expanding the knowledge base in the field of language education.

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