STUDENTS' PERCEPTIONS TOWARD THE USE OF TEXTBOOK AS LEARNING MEDIA IN LEARNING ENGLISH

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Abstract: The research studies about Students' Perceptions Toward the Use of Textbook as Learning Media in Learning English for the Second Grade Students of SMP N 15 Surakarta. The problem in this study are about what is perceptions students about used of new textbook as learning media in English learning. It is important to know students' perceptions of the textbooks they use. This study is used descriptive qualitative research. The subjects of the research are the class in second grade students of SMP 15 Surakarta in academic year 2023/2024. Each class consist of 29 students. The data was collected through questionnaire and interview. Student perception data were analyzed by collecting data, reducing data, presenting data, and drawing conclusions. For validating of data, researchers used triangulation of methods and sources. In analyzing data, researchers used data condensation, data presentation, and drawing and verifying conclusions. The results of this research show that were: Positive perceptions conveyed by students toward to the teaching materials: have a real impact, interesting materials learning, encourage students, , pay attention to student readiness, authentic, communicative, provide opportunities for feedback on results. Students' give a neutral perceptions toward to the materials about help students feel comfortable, useful and relevant , do not meet students with different learning styles, the book present a pleasent views, ilustration are not present clearly, present an interesting image, do not maximize students' learning potential. Based on interviews with several students, it also shows positive perceptions and is in accordance with the results of the questionnaire questions. In accordance with Tomlison's theory, this book has positive observation results in accordance with standard criteria, although there are many who are neutral, but the majority do not have negative perceptions.

Keyword perception, textbook, learning media

Abstrak: Penelitian ini membahas tentang Persepsi Siswa terhadap Penggunaan Textboox sebagai Media Pembelajaran dalam Pembelajaran Bahasa Inggris Kelas 2

SMP N 15 Surakarta. Masalah dalam penelitian ini adalah tentang apa persepsi siswa tentang penggunaan buku teks baru sebagai media pembelajaran dalam pembelajaran Bahasa Inggris. Penting untuk mengetahui persepsi siswa terhadap buku teks yang mereka gunakan.Penelitian ini mengguanakan penelitian deskriptif kualitatif. Seunjek penelitian adalah siswa kelas dua SMP 15 Surakarta tahun ajaran 2023/2024. Setiap kelas terdiri dari 29 siswa. Data dikumpulkan melalui kuisioner dan wawancara. Data persepsi siswa dianalisis dengan cara mengumpulkan data, mereduksi data, menyajikan data, dan menarik kesimpulan. Untuk memvalidasi data, peneliti menggunakan triangulasi metode dan sumber. Dalam menganalisis data, peneliti menggunakan kondensasi data, penyajian data, dan menarik serta memverifikasi kesimpulan. Hasil penelitian ini menunjukkan bahwa: Persepsi positif yang disampaikan siswa terhadap bahan ajar berdampak nyata, materi pembelajaran yang menarik mendorong siswa, memperhatikan kesiapan siswa, autentik, komunikatif, memberikan kesempatan untuk umpan balik tentang hasil. Siswa memberikan persepsi neral terhadap materi tentang membantu siswa merasa nyaman, bermanfaat dan relevan tidak menemui siswa dengan gaya belajar yang berbeda, buku menyajikan pandangan yang menyenangkan, ilustrasi tidak disajikan dengan jelas, menyajikan gambar yang menarik, tidak memaksimalkan potensi belajar siswa. Berdasarkan wawancara dengan beberapa siswa juga menunjukkan persepsi positif dan sesuai dengan hasil pertanyaan angket. Sesuai dengan Teori Tomilson, buku ini memiliki hasil observasi positif sesuai dengan kriteria standar, meskipun banyak yang netral, tetapi mayoritas tidak memiliki persepsi negatif.

Kata Kunci: Persepsi, Buku teks, Media Pembelajaran.

INTRODUCTION

Textbook is considered less effective in this digital era. Although in reality, the textbook are difficult to be separated from learning activities. Learning activities carried out without using a textbook are considered less effective and efficient. So, this makes the teacher must have a perception related the use of textbook when learning English, because teachers are also free to use textbooks or not by considering the ease of students in receiving learning. Although, some teachers have difficulty in applying textbooks when teaching in class, especially when teaching English

According to Rosyida (2016) said that teachers' perception is the basis for teachers to making a decision and determine of assessment. Muzakky & Albiansyah, (2021) also said that perception is a human sensor that includes a response and awareness responding of something that has been experienced. Therefore, teachers' perceptions need to be explored more deeply to find out information and teachers' views regarding their considerations in determining learning materials.

Beside that, from the interview and observation results during pre-research at SMP N 15 Surakarta, the researcher found that in this digital era SMP N 15 Surakarta still uses textbook as the learning media in teaching English from the interview section. The researcher found that in learning English in this school used newest main obligatory book title "*English for Nusantara*" faced many challenges because this is a new book that they have just used and it is assumed that this textbook is different from the books they have used before. This book, based on the curriculum applied, requires teachers to apply discovery learning that they are not familiar with. Thus, it is very difficult for them to get the right concept to design learning activities that use discovery learning. So, this makes researchers interested in conducting an in-depth analysis of student perceptions and factors that influence the use of mandatory textbooks as learning media in English learning. This study needs to be conducted because each student has a different view on the use of mandatory books. Differences in perception and views can affect learning activities and learning objectives themselves. This study is important to be conducted, so that learning activities can run optimally and can meet the learning objectives that have been planned, especially when English learning takes place. Based on the explanation above, the researcher intends to conduct research related to the students' perceptions of the use book "*English for Nusantara*" as the learning media in English with descriptive qualitative research methods.

METHODS

Research Participants

The researcher interviewed 5 students: 3 female students and 2 male students for the second-grade students of SMP N 15 Surakarta. In conducting interviews, researcher used interview guidelines based good criteria of a textbook by Tomlinson (2011). The

questionnaire in this study was in the form of an open questionnaire where respondents or informants were free to provide answers and opinions related to the questions presented. Open questionnaires are used to answer complex questions that cannot be answered simply but require detailed, in-depth, and meaningful discussions (Etikan & Bala, 2017).In this study, researchers used this method to check the answers from interviews and questionnaires regarding student perceptions and factors regarding the textbooks used. Thus, this can help researchers in concluding accurate data regarding the results of interviews, questionnaires and document analysis based on student perceptions and factors in the use of textbooks*Data*

Collection Method

In this study, researchers used several techniques to collect data such as interviews and questionnaires.At the interview stage, the researcher asked several questions related to the research topic to the informant to obtain clear information regarding the use of textbooks when learning English in order to determine students' perceptions. The researcher interviewed 5 students, namely 3 female students and 2 male students for grade 2 students of SMP N 15 Surakarta. Before the interview took place, the researcher made a list of questions to be asked as an interview guideline.

Document analysis can be used to accumulate the needs of the object of study and is considered as an effort to extract relevant data. In this study, researchers used document analysis as a means of supporting research. Document analysis used as an attempt to conclude accurate data based on the results of interviews and questionnaires related to perceptions and factors that influence the textbook use.

Data Analysis

The data analysis process is divided into three main phases following the qualitative analysis framework developed by Miles and Huberman (1994:12): data reduction, data presentation, and drawing conclusions and verification.In reducing data, researchers conclude that the data is made by reducing the elements of data analysis that are

emphasized, making the data shorter, focusing the data, and organizing the data. After that, conclusions can be drawn and verified properly. Data reduction is carried out during research activities.From the data that has been determined, data will be selected that is appropriate to the content of the research.At this stage, the researcher makes conclusions based on the display data related to students' perceptions and factors that influence the use of textbooks as learning media in learning English for second-grade students of SMP N 15 Surakarta.

RESULTS AND DISCUSSION

This chapter presents the results of the research. This chapter is divided into two main sections consisting of findings and discussion. The findings present the results of the analysis of data obtained through interviews and questionnaires. The findings of this study are interpreted through discussion in the research. In this study, the researcher took student in second grade as research subject.. The researcher used "English for Nusantara SMP/MTs Class VII" as an obligatory textbook as a tool to check the suitability between the results of the interview and the questionnaire.

There were 21 questions about students' perceptions on the use of the English textbook "English for Nusantara " for English learning students in the questionnaire that used a paperless. There are answer choices in the form of Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The reasercher gave questionnaire questions in English.
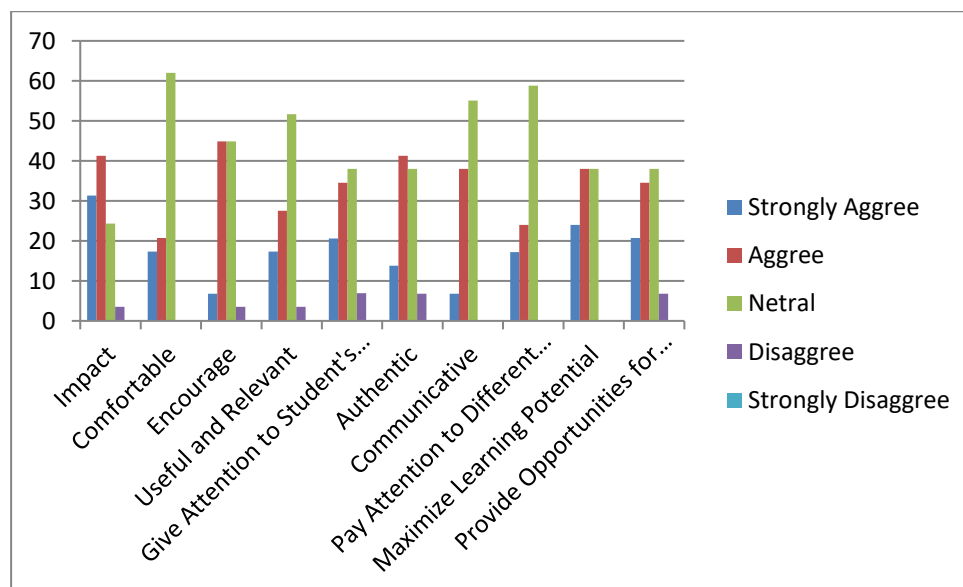
Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. This was supported by the results of interviews conducted with several students

DISCUSSIONS

In this discussion section, the researcher tends to explain students' perception on the use of English Textbook "English for Nusantara" in the english learning at junior high school 15 surakarta. Students perceive the textbook positively according to the good criteria of a textbook by Tomlinson (2011). The researcher provides further interpretation and discussion as follows

a. Mace an Impact

There are several other things that need to be considered regarding the material in a textbook so that it has the potential to have an impact, such as novelty, variety, and interest (Tomlinson, 2011). The material in the textbook has a lot of new things. Students consider the material in the textbook as examples of sentences in general form

b. Help Students Feel Comfortable

In this aspect, the perception of most students has a positive perception. They feel comfortable studying the book because it provides enough white space between subchapters and has text and visuals that are suitable for them.

c. Building Confidence Encourage

In this result of the study, the majority of students have a positive perception. The material in the textbook provides encouragement for students to go a little beyond their abilities. Students feel that the material in the textbook contains understanding, definitions and many examples of vocabulary that make them understand the material better.

d. Useful and Relevant

Students feel that the material in the textbook suits their interests and can motivate them to engage more deeply in learning. The material and vocabulary used is not too complex but simple and its relevance to real life provides a stronger context and makes understanding easier.

e. Give Attention to Student's Readiness

Based on the data, most students have a neutral perception. The material in the textbook pays attention to student readiness. However, some also had positive opinions and agreed that the material had been arranged in an orderly, coherent manner and helped build understanding gradually.

f. Authentic

Based on the data, the majority of students give positive perceptions of this aspect. The material in the textbook is original. Students assume that the material in the textbook depicts authentic learning so that the material is easy to understand.

g. Communicative

Based on the data, the majority of students have positive perceptions of this aspect. The material in textbooks uses everyday language to achieve communicative goals.

h. Pay Attention to Different Learning Styles

Based on the data, most students seemed uncertain whether to neutral perception. The material in the textbook is presented in a simple complex which is expected to support all learning styles.

i. Maximize Learning Potential

ccording the data, most students gave an uncertain perception between neutral or positive regarding this aspect. The material in textbooks does not maximize students' learning potential. Students are of the view that the material in the textbook is only explained in outline and requires further explanation from the teacher.

j. Provide Opportunities for Outcome Feedback

In this data, most students have a neutral perception. The material in the textbook provides opportunities for feedback on results for students. They feel that through the material in the textbook, they are not confident that they can increase their vocabulary in English. However, some students can also evaluate and use it in real life according to the results of several student interviews.

CONCLUSIONS

Based on the results, the positive perceptions expressed by students regarding the material are that the material in the book has an impact on students, has interesting material, helps students feel comfortable, encourages (builds self-confidence) students, is useful and relevant, pays attention to student readiness, is authentic, communicative

, and provide opportunities for feedback on results. From several positive perceptions of students regarding the use of textbooks, apart from that, this book also has several neutral perceptions from students. Some students' neutral perceptions regarding the material are that the material lacks variety, does not meet students' different learning styles, and does not maximize students' learning potential.

Based on research findings and discussion, the author concludes that English meets the criteria for a good textbook according to Tomlinson. Because based on the total, the majority of interview and questionnaire results tend to have a positive perception. although, textbooks do not meet all the criteria.

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