

**THE STUDENTS' PERCEPTION ON THE ENGLISH  
TEXTBOOK USED AT SMKN 2 PALOPO**



**IAIN PALOPO**

**A THESIS**

**By**

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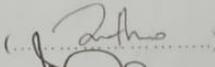
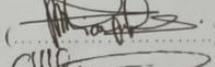
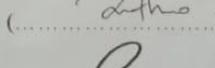
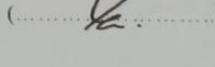
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This thesis, entitled "STUDENTS' PERCEPTION ON THE ENGLISH TEXTBOOK USED AT SMK NEGERI 2 PALOPO" written by **Muh. Arfah, Reg. Number 14.16.3.0179**, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, July 21<sup>st</sup> 2020 M**, coincided with **Dzulqaidah 30<sup>rd</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

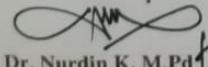
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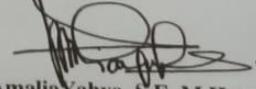
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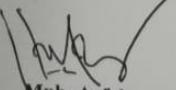
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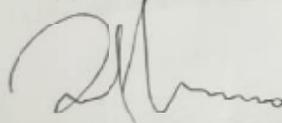
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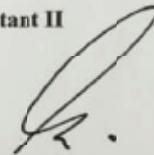
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The researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis, ALLAH SWT may bless us. Aamiin.

TABLE OF CONTENT

|   |           |
|---|-----------|
| TABLE OF CONTENT.....                                 | i         |
| <b>CHAPTER I INTRODUCTION .....</b>                   | <b>1</b>  |
| A. Background.....                                    | 1         |
| B. Problem Statement .....                            | 3         |
| C. Objective of the research .....                    | 3         |
| D. Significance of the Research .....                 | 3         |
| E. Scope of the Research .....                        | 4         |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>  | <b>5</b>  |
| A. Previous studies .....                             | 5         |
| B. Theory of Textbook.....                            | 7         |
| 1. Definition of Textbook .....                       | 7         |
| 2. Advantages and Disadvantages of Textbook .....     | 9         |
| 3. Textbook as Resources in Teaching .....            | 13        |
| 4. Textbook and Effective Learning.....               | 15        |
| 5. How to Choose and Use an Appropriate Textbook..... | 16        |
| <b>CHAPTER III METHOD OF THE RESEARCH.....</b>        | <b>23</b> |
| A. Research Design .....                              | 23        |
| B. Time and Location .....                            | 23        |
| C. Population and Sample.....                         | 23        |
| D. Instrument of the Research.....                    | 24        |
| E. Procedure for Collecting Data .....                | 24        |

F. Technique of analyzing data.....24

**CHAPTER IV FINDINGS AND DISCUSSION .....27**

A. Findings .....27

B. Discussion.....41

**CHAPTER V CONCLUSION AND SUGGESTION.....43**

A. Conclusion.....43

B. Suggestion .....43

**BIBLIOGRAPHY.....44**

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## ABSTRACT

**Muh. Arfah, 2020, "The Students' Perception On The English Textbook Used at SMKN 2 Palopo". Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute For Islamic Studies (IAIN) Palopo. Supervisor by: (1) Dr. Masruddin, M.Hum and (2) H. Muh. Abduh, M. Pd.I**

**Key Words :** *Perception, the English Textbook.*

The title of the research is The Students' Perception on The English Textbook Used at SMKN 2 palopo. The problem statement of the research how are the students' perception towards the English textbook used at SMKN 2 Palopo?. The objective of this research is the students' perception on the English textbook used at SMKN 2 Palopo.

This research applied descriptive qualitative method. The population of this research are the first year students of SMK Negeri 2 Palopo in academic year 2019-2020. There are three classes there whereas the class consist XA : 29 students, XB : 31 students, and XC : 30 students, thus, the population of this research was 90 students the research was used cluster random sampling technique. The researcher will takes 7 students from each class except class XC only takes 6 students and the number of sample is 20 students. The instrument used in collecting data in this research is questionnaire.

The result of this research found the students' perception of textbook used in SMKN 2 Palopo consist of several variants because some of the students who are of the object of the research have been taught using ESP learning models while others students still using the general learning models that are equivalent to senior high school. Base on the finding the researcher conclude that the students at SMKN 2 Palopo have doubt perceptions towards the use of English textbook. It can be seen from the data of the questionnaire wich has 55,3 % of the total score of the students responses.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

There are many factors to influence the successfulness of English learning proses. One of them is learning aids or learning tools. Learning aids can be classified in many forms. Such as textbook, computer, reference, and so on. Heinich state there are many form of learning aids that can be easy to be used for learning activity ; namely non project media (model, graphical material, display), projected media (slide, opaque), video, computer based media ( computer assisted instruction, computer manage instruction ), multimedia kit. Although there are many kinds of learning aids which support learning activity, many schools still use large quantities of textbook and references.

Textbook is a medium in teaching English that has content of lesson, guides or exercise for the students. Especially in teaching English at SMKN 2 Palopo, textbook is used as a practical book for the development of students' English skill. it contains many English materials, such as stories or texts and questions and for the students have to answer the questions as a learning process.

A textbook is a collection of the knowledge, concepts, and principles of a selected topic or source. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most text books are accompanied by teacher guide, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year.

English at vocational school should fulfill the needs of the students with specific department. The needs of students in SMK can be fulfilled through ESP. English for Specific Purpose (ESP) is a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in specific discipline such as accounting, agrolology, business, education, engineering, technology, academic writing and learning and included nursing students. Students are also exposed to academic culture and real world communication practice.

Study on the perception of students about textbook used is very important; appreciation is the process of attaining awareness or understanding of sensory information. The more we understand about the students' perception on textbook. The improvement of textbook based on the perception can give a good effect of book towards the students' achievement.

Based on the observation the tenth grades of SMKN 2 Palopo, the researcher find the problem about the textbook their used at SMKN 2 Palopo. The fact is textbook the using there same with the textbook using in senior high school, As far as we know that the SMKN 2 Palopo is a vocational school that is supposed to using the textbooks with specific purpose according with each department.

Concerning the explanation above, the researcher attempt to find out the students' perception towards the use of English textbook at SMKN 2 Palopo. Thus, the students' perception toward the English Textbook used at SMKN 2 Palopo.

### ***B. Problem Statement***

The researcher formulates the problem statements of the research as follow; How is the students' perception towards the English textbook used at SMKN 2 Palopo?

### ***C. Objectives of the Research***

Based on the problem statement that has been set, the researcher states the objectives of this research below: the students' perception towards the English textbook used at SMKN 2 Palopo.

### ***D. Significances of the Research***

Theoretically, the result of the research is expected to give contribution for theory of developing appropriate textbook for vocational high school students.

Practically,

1. For headmaster or government to provide books that correspond with the needs of the students'.
2. For the teachers this researcher is expected ;
  - a. to be an information for using suitable and appropriate textbook at SMKN 2 Palopo.
  - b. This research can contribute to the lesson.
  - c. This research can show to the teacher about the students' need base on the students' perception.

3. For the students, this is expected to be able to fulfill their need in learning English at SMKN 2 Palopo based on their needs.

***E. Scope of the Researcher***

In this research, the researcher focuses on the students' perception toward English textbook used at SMKN 2 Palopo. The students' perception toward English textbook analyzing base on content.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. *Preview of Study*

1. Siti Nurhayanti Dinia (2013), in his research under the title “ teachers’ perceptions towards the use of English textbook in EFL classrooms”<sup>1</sup>. From the result of the study, teachers are expected to understand the textbook before beginning class. Teachers should have knowledge about criteria of good textbooks, so this may help teachers select and decide which textbook they may use effectively for teaching and learning in classroom activities. Teachers should also increase their ability and knowledge of adapting materials in teaching and learning process. This may help teachers know the way to solve the problems or weaknesses that they face in using textbook. Based on this previous research, the researcher finds the similarity is using textbook as the object of the research while the different is the researcher used teacher’s perception as the subject of the research. Then, in this research, the researcher uses students’ perception on it.
2. Arif Prasajo (2014) in his research under the title “The Analysis of the English Textbook “Pathway to English” Used in the First Grade of Senior High School Based on Curriculum 2013”<sup>2</sup>. The results of this study

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<sup>1</sup> Siti Nurhayanti Dinia, *teachers’ perceptions towards the use of English textbook in EFL classrooms*, (study program of Indonesia university of Education) journal of English and education 2013, 1(1) 185-195.

<sup>2</sup> Arif Prasajo, *The Analysis of the English Textbook “Pathway to English” Used in the First Grade of Senior High School Based on Curriculum 2013.*( Department of English Education Faculty of Tarbiya and Teachers’ Training “Syarif Hidayatullah” State Islamic University Jakarta).

concluded that the English Textbook of “Pathway to English” compatible with the curriculum 2013, as every single KI and KD successfully implemented in the textbook. Based on this previous research, the researcher finds the different that the previous researcher focused on the textbook, while the researcher focus on the students’ perception and the relation is using textbook as object of the research.

3. Lia. (2016) in her research under the title “The Students Perceptions Toward English Textbook Used At SMK Parmasi Makassar”<sup>3</sup>. From the result of the study, it can be concluded that the students gave positive response to their textbook. This previous research is almost same with this research will be do, that is in the term of analyzing the students’ perception of a textbook, but the differences are the textbook and setting of the research.

## **B. *Some Pertinent Ideas***

### **1. Definition of perception**

Perception is a word that is closely related to human psychology, it has been defined in various ways, from a layman's perspective, the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of experts, “the perception is defined in accordance with the opinions and views of someone”<sup>4</sup>. And then perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness

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<sup>3</sup> Lia, ” *The Students Perceptions Toward English Textbook Used At SMK Analisis Mandala Bhakti*”(State Islamic University Alauddin Makassar).2016

<sup>4</sup> Unumeri, G.O.2009. Perception and Conflict. Nigeria.

of the environments elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to hear, to feel and to present or to understand what they feel about their environment their social life physically, and mentally. Perception, according to Stone and Neilson state that perception is an intellectual organization of sensory stimuli both internal and external, connected with a particular person,<sup>5</sup> object or event while Leathers state proposes that perception is the cognitive process that individuals use to interpret and understand the world around them<sup>6</sup>. Elliot moreover adds that perception is as the ability to recognize familiar persons, objects, or events with the meaning and expectation<sup>7</sup>. These definitions deals with the definition proposed by Atkinson (1983) stating that perception is the process by which people organize and interpret the pattern of stimuli in environment. These definitions indicate that perception is from a cognitive process in our mind of a human being.

Be opening and closing of his or her eyes: phenomenal consciousness is thought, on average, to be predominately absent without sight. Through the full or rich sensation present in sight, nothing by comparison is present while the eyes are closed. Using this precept, it is understood that, in the vast majority of case, logical solutions are reached through simple human sensation. The analogy of Plato's Cave was coined to express these ideas.

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<sup>5</sup> Stone and Nielson, (1985) Education psychology: *The Development of the teaching skill*. Massachusetts: Addison Wesley Publishing Company.

<sup>6</sup> Leather, D.G (1992) Successful on verbal communication, *principle and application*. Massachusetts: Addison Wesley Publishing Company.

<sup>7</sup> Elliot, s .(2004) Education psychology: *Effective Teaching and learning Cambridge*. cambridge University press.

Passive perception (conceived by Rene Descartes) can be surmised as the following sequence of events: surrounding input (senses), processing (brain), output (re-action).<sup>8</sup> Although still supported by mainstream philosophers, psychologist and neurologist, this theory is now days losing momentum. The theory of active perception has emerged from extensive research of sensory illusions, most notably the works of Richard L. Gregory. This theory, which is increasingly gaining experimental support, can be surmised as dynamic relationship between “description” (in the brain) sense surrounding, all of which holds true to the linear concept of experience. Based on the explanation above perception consist some meaning, as follows:

- a. Awareness or understanding determines how the individual make reaction consciously toward stimulus or information (treatment).
- b. Receiving determines how the individual accept and process the stimulus or information (treatment) in the brain.
- c. Collecting determines how the individual collect all the stimulus or information ( treatment) that given and comparing the information with an others.
- d. Action in taking possession determines how the individual take a part and involve in situation that created by the stimulus or information (treatment).

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<sup>8</sup> Rene Descartes, *La Philosophie medicale de Descartes*. 2015

- e. Apprehension with the mind or sense determines how the individual act, assess or describe the stimulus after following the information (treatment).

## **2. Definition of Textbooks**

Textbooks are books used in school or for the formal study of a subject. They are familiar in teaching reading comprehension and the element of the English Language Teaching that always used by teacher. In some situations they serve as the basis form much of the language input learners receive and the language practice that occurring in the classroom. They may provide the basis for the context take part in. In other situation, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with language apart from input provided by the teacher. Other theorists that supporting the explanation above, such as:

Busser also note how texts can serve as a guide for students in learning and instructors in development of course, but texts go beyond that to "provide uniform content for individual college students.

## **3. The Function of Textbook**

A textbook has many functions for teachers in order to run the teaching learning program well. Some functions of textbook are explained by Greene Petty in Tarigan (1993) as follows<sup>9</sup>:

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<sup>9</sup> Tarigan, Guntur Henri. 1993. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

- a. The textbook must be interesting and attractive toward the learners, so they will be interested in using textbooks.
- b. The textbook must be able to motivate the learners.
- c. The certain of textbooks must be illustrative.
- d. The textbook should consider the linguistic aspect. So it will be suitable with the learners' ability.
- e. The certain of textbooks must be related to the other branch of science.
- f. The textbook must simulate the personal activity of the learners.
- g. The certain of textbooks must be clear in written to avoid the children being confuse in using textbook.
- h. The textbook must have the clear point of view because it will be the learners' point of view.
- i. The textbook must be able to give the balance and emphasize on the value of the learners.
- j. The textbook must be able to respect the differences of the individual.

From the definition above, the researcher concludes that the role of textbook is important for teaching learning process.<sup>10</sup>

#### **4. Advantages and Disadvantages of Textbooks**

The use of commercial textbook in teaching has both advantages and disadvantages. Therefore, the researcher will discuss about the advantages of the textbook and the disadvantages of the textbook. Advantages and disadvantages,

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<sup>10</sup> Tarigan, Guntur Henri. 1993. *Reading as a Language Skill*. Bandung: Angkasa. P.20 – 21.

depending on how they are used and the contexts for their use. Richard (2001:254) explains the principal advantages of using textbook:<sup>11</sup>

a. Advantages of Textbooks

The use of textbooks in teaching learning process has both advantages and disadvantages, depending on how they are used and the contexts for their use.

- 1) They provide structure and syllabus for a program. Without textbook a programs may have no central core and learner may not receive a syllabus that has been systematically planned and developed.
- 2) They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content can be tested in the same way.
- 3) They maintain quality, if a well develop textbook is used, students are exposed to material that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.
- 4) They provide a variety of learning resource, textbook are often accompanied by workbooks, SDs and cassettes, videos, CD ROMs, and comprehensive teaching quires, providing a rich and varied resource for teachers and learners.
- 5) They are efficient, they save teachers; time, enabling teachers to devote time to teaching rather than material's production.

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<sup>11</sup> Richards, Jack. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- 6) They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input in their own.
- 7) They can train teachers if teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
- 8) They are visually appealing commercial textbook usually have high standard of design and production and hence are appealing to learners and teachers.<sup>12</sup>

In addition, one important aspect of any science class is helping the student to make sense of the mass of information and ideas in a field. This can be done by showing students how to arrange information in a meaningful hierarchy of related major and minor concepts. Well-chosen textbooks help students understand how information and ideas can be organized.

Textbooks provide you with several advantages in the classroom:

- 1) Textbook are especially helpful for beginning teacher. The material to be covered and the design of each lesson are carefully spelled out in detail.
- 2) Textbooks provide organized units of work. A textbook gives you all the plans and lesson you need to cover a topic in some detail.
- 3) A textbook series provides you with a balanced, chronological presentation of information.

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<sup>12</sup> Richards, Jack. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. P. 254.

- 4) Textbook are detailed sequence of teaching procedures that tell you what to do and when to do it. There are no surprise everything is carefully spelled out.
- 5) Textbook provide administrators and teacher with a complete program. The series is typically based on the latest research and teaching strategies.
- 6) Good textbook are excellent teaching aids. They are a resource for both teachers and students.

b. Disadvantages of Textbook

There are also potential negative effects.

- 1) They may content inauthentic language. Textbook sometimes present inauthentic language since texts, dialogs, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- 2) They may distort content. Textbook often present an idealized view of the world or fail to represent real issues. In order to make textbook acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.
- 3) They may not reflect students' needs. Since textbook as the primary source of there are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

- 4) They can deskill teachers. If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decision for them. The teacher's role can become reduced to that of a technician who's primarily function is to present materials prepared by others.
- 5) They are expensive commercial textbook may represent a financial burden for student in many parts of the world.<sup>13</sup>

In addition, textbook have several major limitations. Although a well written book can engage and hold student interest, it is not inherently interactive. However, if student are encourage to ask question while they read, seek answers within the text, and identify other sources to explore ideas not contained in the text, they will become active readers and gain the maximum benefit from their textbook. In other to meet the needs of a broad audience, text are often so thick that they overwhelm students seeking key information. Text are often forced to rely on historical or dated examples, and they rarely give a sense of the discovery aspect and disorganization of information facing modern researchers.

## **5. Textbook as Resources in Teaching**

Fakir states that a key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the constraints of the teaching and learning environment. There are many pressures for educators to

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<sup>13</sup> Richards, Jack. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. P. 255

match the audiovisual stimuli of television, computers, and electronic games with which students are experienced. The speed of personal computers and the ease of authoring systems permit instructors to design and customize computer-based audiovisual presentations and to develop computer-based assignment for their students. The tremendous increases in rates of information transfer, access to the internet, and posting of material on the World Wide Web give instructors and students an almost limitless supply of source material.<sup>14</sup>

In addition, the ease of electronic communication between an instructor and students, and among students, provides new opportunities for sharing question. answers and, discussion during a course. At the same time, there remains a major role for students use of textbook and for instructional use of demonstrations, films, videos, slides, and overhead transparencies.

Carefully scripted presentation and activities run the risk of emphasizing teacher delivery rather than students learning. Carefully planned and prepared instructional resources sometimes tempt instructors to race ahead and to cover more. The rapid-fire presentations combined with audiovisual overload can tempt students to remain intellectually passive. One way to avoid this is to intersperse activities which assess student understanding and encourage reflection and critical thinking. Another possibility is to reduce the pace of the class session, by pausing periodically to invite questions.

Instructional resources usually fall into one two categories : student-centered and teacher-centered. In the students-centered model, instructional

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<sup>14</sup> Fakir, *Effect Use of Textbook: A Neglected Aspect of Education in Pakistan*. 2007, Pakistan Aga Khan University, Institute for Educational Development.

resources can be used for tutorials, problem solving, and review. In the teacher-centered model, resource are used for presentation of supplement or primary material in the classroom.

As we know that many teachers use textbook as resources in their teaching learning process. They use many textbook but many students or teachers do not understand how to truly get the most information out of them. It is important to use textbook as effective study tools. To truly learn from our textbook, we must understand their structure, why we are using them, and how to get the most out of them. Here are some ways can use our books effectively and get the most out of them.

- a. *Pre-Read* : Look at the section you are reading and determine what information is important to learn. This can be done by looking at key concepts, definitions, typographical aids , stories, pictures, etc. This does not mean reading the chapter, but instead skimming to develop a basic understanding of what the section is about and what you need to learn.
- b. *Read* : Fully read material for concepts and understanding.
- c. *Review*: Review the material to determine what areas you need to focus on to increase your understanding or what that you may have missed when you read the material.

These three steps can help you recall information. Ask yourself questions about the material when pre-reading. Look for what you are going to get

out of it. Make notes during the reading step, go over them during your review, or make outlines of chapters if you still have trouble retaining the information.

Other techniques are :

- a. *Highlighting*- Effective use of highlighting allows the reader to return to the texts and focus their studying on to the material that most important.
- b. *Taking Notes*- while going through the textbook, taking notes will help consolidate the information the reader is learning. This also is a form of active learning and provides a fantastic study tool for review later.

These ways can help us to make an active reading. In addition, to get as much out of our study time as possible, our reading must be a conscious, organized. Active undertaking.

## **6. Textbook and Effective Learning**

Research on the effectiveness of textbook has focused on two general areas: text structure and layout. The study of text structure has focused on how the reader builds cognitive representations from text. Recent work categorizes the structure of science text as either a proof-first organization.<sup>15</sup> The proof-first organization develops a proof or argument that builds to a conclusion, usually in the form of a fundamental concept, principle, or law. In principle-first organization, a concept or principle is stated explicitly, then the evidence needed to support it is presented. The prevalence of the proof-first structure in contemporary textbooks may be due to the fact that most college science

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<sup>15</sup> Dee-Lucas and Larking, *Authentic Material in the Course of Interpretation*. 1990 Ningxia Unevercity.

textbooks are written by scientists with little formal training in education. They present science the way it practiced by experts. However studies by Dee-Lucas indicate that the principle-first structure is more effective for long-term retention and understanding by novice readers.

Layout and illustrations are important predictors of a text's effectiveness. One of the most effective types of illustration, especially for students with low verbal aptitude, is a simple multicolor line drawing.<sup>16</sup> Although more visually appealing, and more prevalent in the current textbook market, realistic drawings or photographs on a page affects student learning.

## **7. How to Choose and Use an Appropriate Textbook**

Before selection a text, it is important to know what books are currently on the market. Colleagues who teach the same or a similar courses (in your department or at other institutions) are good sources of ideas and information. Your campus bookstore's textbook manager can provide the name and phone number for textbook sales representatives from many different companies. Science education publications carry advertisements from major publishers, and some feature a book review section or annual book buyer's guide. Professional society meeting also provide a change to talk to publishers and see their new textbooks. Many companies will supply review copies to potential textbook adopters, in return for information about the course in which it might be used.

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<sup>16</sup> Dwyer, *Reading Strategies and Textbook Use: An Inquiry into Economics and Accounting*. 1972. Rockhurst University.

There are number of factors to consider when selecting a textbook. To be of greatest value to students, the objectives of a textbook must be consistent with those of the course. Authors often try to meet particular objectives in their books, and these may differ among the choices. Skim the preface to see whether you share the author's approach to the subject. Consider how the table of contents aligns with your course syllabus and teaching philosophy:

- a. Is coverage of topics broad or specific?
- b. Are key principles stated precisely and clearly?
- c. Are the explanations and interpretations consistent with your teaching style?

According to Sheldon (1988) and Harmer (2007), the variation of topics in the textbook should be organized in a systematic sequence chapter by chapter. On the textbook, one unit contained one up to two sub-topic based of the title of the topic<sup>17</sup>. Based on the elaboration of evaluation rating scale and the findings, the researcher found out the weaknesses of the textbook in terms of unit systematic sequence. That finding seems contradictory with Mackey's statement cited in White (1988). Mackey, in White (1988:48) asserts for in a system on thing fits into another, one thing goes with another, and one thing depends on another. The organization of materials is systematic and in-balanced but not very good. There are different portion about the deliverer of language skills and components on each unit. Sheldon (1988) asserts the clear material organization

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<sup>17</sup> Sheldon, L.E.Harmer. *Evaluating ELT Textbook and Materials,ELT*. 1998 .Journal Volume 42/4. Oxford : Oxford University Press, (Online), (<http://203.72.145.166/ELT/files/42-4-1.pdf>) , retrieved on December 10th , 2012.

as one of her criteria in reviewing textbook. There is no systematic rule in presentation organization of language skill and component. Based on the finding, the portions of language skills and components materials on each unit are not equal. Besides, Mackey, in White (1988) states for a system one thing fits into another, one thing goes with another, and one thing depends on another.

In addition to content, evaluate the text structure and layout as discussed in the previous section. Textbook vary greatly in their level of difficulty with respect to readability, depth of theoretical treatment of information, and complexity of end-of-chapter problems. Colleagues who have adopted the book can provide insight about these issues. They are also helpful for determining whether a textbook contains errors, which have been shown to have large, negative effect student learning.<sup>18</sup>

## **8. Considerations in Choosing Textbook**

- a. Look at it from the point of view of novice users. Is it accessible? Is it clear? Is it organized in a useful way?
- b. Consider the information and the weight. A single large encyclopedic text, of which only certain chapter will be used, may be selected by a professor who thinks that students ought to have all of that text's material available. A book which is more appropriate for the course may be available, often at substantially lower cost to the student.

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<sup>18</sup> Lona, *Creating Authentic Material and Activities for the Adult Literacy Classroom*. (1987: Cambridge University Press)

- c. Choose a book that contains most of the information that is needed. And supplement it with additional readings. This alerts students to the existence of other resources.
- d. Match the text to the audience in terms of its preparation and prior knowledge. The text should be read-able from the students' point view.

**9. Check the book carefully for errors.**

The text is rarely the only resource available to the students and instructor. Many publishers have a separate study guide, often with chapter summaries and solutions to textbook problems. Upon adoption of a text, publishers often provide (or offer for sale at a reduced price) transparencies, slides, and computer test banks. Software to accompany textbooks is also becoming more popular. This software can vary considerably in quality and usefulness, so you may want to ask for a demonstration disk before purchasing it or requiring that students purchase it.

Once you have chosen a textbook, help your students use it effectively. A number of suggestions are given in the sidebar. Allow time during the first week of class to introduce the text and outline your strategy for its use. Encourage your students to use the text by asking them questions that require higher-order critical thinking skills drawing on and extending its material, methods, or examples. Simple factual questions are of little value to long-term retention or true understanding. Higher-order questions require students to think about the readings, ask questions, integrate material, and develop answers in their own words.

When appropriate, help students to understand that a text book is not always the final authority on a topic, particularly in fields where new information is discovered at a very fast rate. Students may learn that it is okay to question the text if the instructor also openly disagrees with some interpretations or approaches in the book. The instructor can use different interpretations as examples of unresolved problems and illustrate critical thinking by presenting reasons and evidence for differing opinions. However, be careful not to develop such a negative attitude toward the text that students stop using it, or question the teacher's judgment for choosing it.

#### **10. Suggestions to Students on How to Use a textbook**

Before the students use a good textbook many things have to be prepared as follows :

- a. Study assigned readings before each class. Be prepared for questions, references to those readings, and other activities building on that material.
- b. Take notes in outline form as you read the text, indicate key points with a highlighter, note connections between sections, make lists of questions that come to mind or uncertainties, and pause frequently to summarize the key points of each section or chapter.
- c. Compare your lists of questions and your lists of key points with those of others in the class.
- d. Bring questions to class or recitation sections and ask the instructor to answer them.

- e. Review the text after the class to gain additional perspective.
- f. Look in supplemental texts to see how other authors in the primary text. Remember that often the presentation that introduces new information, concepts, and vocabulary will seem foreign. Another presentation with a slightly different twist may help you see something differently or may confirm that you have identified key points.
- g. Review the text before exams and quizzes or periodically throughout the term.
- h. Study and review worked examples before attacking the homework problems. Read over questions, exercises, and problems that are not assigned and think about how to answer them. Group questions, or problems by the topic they address or the methods required to solve them. Summarize by writing your own problems. Consult worked examples in other texts.

## **CHAPTER III**

### **RESEARCH METHOD**

#### ***A. Research Design***

In this research, the researcher applied Descriptive/ Qualitative method. This method used describe the students' perception towards textbook use at SMKN 2 Palopo.

#### ***B. Time and Location***

##### **1. Time of the Research**

This research was conducted in February 2020.

##### **2. Location**

This research was conducted at SMK Negeri 2 Palopo.

#### ***C. Population and Sample***

##### **1. Population**

The population of this research was the first year students of SMK Negeri 2 Palopo in academic year 2019-2020. There were three classes there whereas the class consist XA : 29 students, XB:31 , X C :30 students, thus, the population of this research was 90 students.

##### **2. Sample**

In determining the sample of this research, the researcher used cluster random sampling technique. The researcher will take 7 students from each class except class XC only takes 6 students and the number of sample is 20 students.

#### ***D. Instrument of the Research***

The instrument used in collecting data in this research was questionnaire. The total numbers of questionnaire are twenty, with ten positive statements and ten negative statements. The content of questionnaire based on PERMENDIKBUD No 8. 2013. about criteria of a good textbook. The questionnaire used to find out the students perception about use English textbook at SMK Negeri 2 Palopo.

#### ***E. Procedure of Collecting Data***

In collecting the data, the researcher came to the school and met the respondents then gives them questionnaire about the textbook use. After that, the research gives them 30 minute for each respondent to fulfill the questionnaire. Then, the research collected the result of the questionnaire.

#### ***F. Techniques of Analyzing Data***

The data from the questionnaire used score by the following criteria:

**Table 1. The Statements Form of Data Collections.**

| Positive Statement |       | Negative Statement |       |
|--------------------|-------|--------------------|-------|
| Category           | Score | Category           | Score |
| Strongly agree     | 5     | Strongly agree     | 5     |
| Agree              | 4     | Agree              | 4     |
| Doubt              | 3     | Doubt              | 3     |
| Disagree           | 2     | Disagree           | 2     |

|                   |   |                   |   |
|-------------------|---|-------------------|---|
| Strongly disagree | 1 | Strongly disagree | 1 |
|-------------------|---|-------------------|---|

Source: (Gay ,2006)

Percentage for students score by using the formula as follow

$$P = \frac{Fq}{N} \times 100\%$$

Formula1. The formula of rate percentage sample score

Where:

P = Percentage

Fq = Number of Frequency

N = Total Sample

Classifying the students' score of perception will be using the criteria as follows:

Table 2. The classification of students' perception

| No | Criteria      | Score    |
|----|---------------|----------|
| 1. | Very Positive | 84 – 100 |
| 2. | Positive      | 68 – 83  |
| 3. | Doubt         | 52 – 67  |
| 4. | Negative      | 37 – 51  |
| 5. | Very negative | 20 – 36  |

Source; (Gay, 2006)

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**G. Findings**

The findings of this research consist of several tables regarding to the result of the questionnaires. However, the questionnaires are constructed based on students' perception on English Textbook used at SMKN 2 Palopo. These results can be seen as follow:

**Table 4.1. Material in the textbook can improve students' vocabulary related to electricity.**

| <b>No</b>    | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|--------------|------------------------|------------------|------------------------|
| <b>1</b>     | Strongly Agree         | 3                | 15                     |
| <b>2</b>     | Agree                  | 7                | 35                     |
| <b>3</b>     | Neutral                | 4                | 20                     |
| <b>4</b>     | Disagree               | 4                | 20                     |
| <b>5</b>     | Strongly Disagree      | 2                | 10                     |
| <b>Total</b> |                        | 20               | 100                    |

Table 4.1 shows that, the material in the textbook used can improve the vocabulary of students at SMKN 2 Palopo. They were having many vocabulary lists in learning process. Therefore, they always memorize new vocabularies about the electricity in the school. It proves by the students' answers above. There are 35% of the students agree with the statement, 15% of the students are strongly

agree, 20% of the students are neutral, 20% of the students are strongly disagree, and 10% of the students disagree toward the statement.

**Table 4. 2. Textbook provides assignments and exercises related to electricity.**

| No | Classifications   | Frequency | Percentages (%) |
|----|-------------------|-----------|-----------------|
| 1  | Strongly Agree    | 3         | 15              |
| 2  | Agree             | 1         | 5               |
| 3  | Neutral           | 1         | 5               |
| 4  | Disagree          | 5         | 25              |
| 5  | Strongly Disagree | 10        | 50              |
|    | <b>Total</b>      | 20        | 100             |

Table 4.2 the students view that the English textbook not provides assignments and exercises related to electricity. They said if most of assignments and exercises in the textbook are only related to general matters. Therefore, the students were giving the negative responses toward the questionnaire above. It is **about 50% of the students choose strongly disagree with the statement, 25% of the students disagree.**

**Table 4.3. Textbook have material about electricity.**

| No | Classifications | Frequency | Percentages (%) |
|----|-----------------|-----------|-----------------|
| 1  | Strongly Agree  | 2         | 10              |

|              |                   |    |     |
|--------------|-------------------|----|-----|
| 2            | Agree             | 2  | 10  |
| 3            | Neutral           | 7  | 35  |
| 4            | Disagree          | 3  | 15  |
| 5            | Strongly Disagree | 6  | 30  |
| <b>Total</b> |                   | 20 | 100 |

Table 4.3 shows that the textbook used have materials about electricity. But the students thought that it could not be suitable towards their needs in the school. It can be seen from the data above. It is about 10% of the students agree with the statement, 10% of the students are strongly agree, 35% of the students are neutral, 15% of the students disagree, and 30% of the students are strongly disagree. It proves that the textbook does not provide them a basic knowledge about their majority especially for the vocational high school.

**Table 4. 4. There is reading skills material related to electricity in the textbook used**

| No | Classifications | Frequency | Percentages (%) |
|----|-----------------|-----------|-----------------|
| 1  | Strongly Agree  | 2         | 10              |
| 2  | Agree           | 3         | 15              |
| 3  | Neutral         | 3         | 15              |
| 4  | Disagree        | 3         | 15              |

|          |                          |           |            |
|----------|--------------------------|-----------|------------|
| <b>5</b> | <b>Strongly Disagree</b> | <b>9</b>  | <b>45</b>  |
|          | <b>Total</b>             | <b>20</b> | <b>100</b> |

The table 4.4 shows that the textbook used does not provide the students at SMKN 2 Palopo reading skills materials related to electricity. The students are not able to improve their reading skill by using the textbook. It can be seen from the students' answers. There are 15% of the students agree with the statement, 10% students are strongly agree, 15% students are neutral, 15% students disagree, and 45% of the students are strongly disagree toward the statement. It proves that most of the students thought that the reading skill materials that related to electricity are still lack on the textbook used.

**Table 4.5. There is listening skills material related to electricity in the textbook used**

| <b>No</b> | <b>Classifications</b>   | <b>Frequency</b> | <b>Percentages (%)</b> |
|-----------|--------------------------|------------------|------------------------|
| <b>1</b>  | <b>Strongly Agree</b>    | <b>1</b>         | <b>5</b>               |
| <b>2</b>  | <b>Agree</b>             | <b>5</b>         | <b>25</b>              |
| <b>3</b>  | <b>Neutral</b>           | <b>0</b>         | <b>0</b>               |
| <b>4</b>  | <b>Disagree</b>          | <b>8</b>         | <b>40</b>              |
| <b>5</b>  | <b>Strongly Disagree</b> | <b>6</b>         | <b>30</b>              |
|           | <b>Total</b>             | <b>20</b>        | <b>100</b>             |

The table 4.5 shows that the textbook used does not provide the students at SMKN 2 Palopo listening skills materials related to electricity. The students are not able to improve their listening skill because the textbook is still lack of listening materials. Some students even say that if they have never been taught listening skill using videos or tapes they only listen to their teacher speak in front of the class. It can be seen from the students' answers. There are 25% of the students agree with the statement, 5% students are strongly agree, 40% students disagree, and 30% of the students are strongly disagree toward the statement.

**Table 4. 6. There is writing skills material related to electricity in the textbook used**

| <b>No</b>    | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|--------------|------------------------|------------------|------------------------|
| 1            | Strongly Agree         | 0                | 0                      |
| 2            | Agree                  | 2                | 10                     |
| 3            | Neutral                | 0                | 0                      |
| 4            | Disagree               | 6                | 30                     |
| 5            | Strongly Disagree      | 12               | 60                     |
| <b>Total</b> |                        | 20               | 100                    |

The table 4.6 shows that the textbook used does not provide the students at SMKN 2 Palopo writing skills materials related to electricity. Almost the students stated that the writing exercises given by the teacher were only related to the daily activities of the students or about the personal experiences of

these students. It can be seen from the students' answers. There are 30% students disagree, and 60% of the students are strongly disagree toward the statement above. It proves that most of the students thought that the writing skill materials are still lack on the textbook used

**Table 4. 7. There is speaking skills material related to electricity in the textbook used**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 1         | 5               |
| 2            | Agree             | 3         | 15              |
| 3            | Neutral           | 5         | 25              |
| 4            | Disagree          | 5         | 25              |
| 5            | Strongly Disagree | 6         | 30              |
| <b>Total</b> |                   | 20        | 100             |

The table 4.7 shows that the textbook used does not provide the students at SMKN 2 Palopo speaking skills materials related to electricity. The students are not able to improve their speaking because the textbook only provides some practices in speaking skill. It can be seen from the students' answers. There are 15% of the students agree with the statement, 5% students are strongly agree, 25% students are neutral, 25% students disagree, and 30% of the students are strongly disagree toward the statement. It proves that most of the students thought that the speaking skill material does not support their ability in speaking skill.

**Table 4.8. The subject and content are relevant to the school curriculum**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 11        | 55              |
| 2            | Agree             | 4         | 20              |
| 3            | Neutral           | 5         | 25              |
| 4            | Disagree          | 0         | -               |
| 5            | Strongly Disagree | 0         | -               |
| <b>Total</b> |                   | 20        | 100             |

The table 4.8 shows, the textbook also contains subject and contents which are relevant to the school curriculum. The students at SMKN 2 Palopo thought that there is no any materials run away from the curriculum. Then, there are 55% of the students are strongly agreed with the statement, 20% of the students agree, 25% of the students are neutral, and no one student disagrees. It`Qcurriculum.

**Table 4.9. English textbook for high school and vocational are same for me.**

| No | Classifications | Frequency | Percentages (%) |
|----|-----------------|-----------|-----------------|
| 1  | Strongly Agree  | 8         | 40              |
| 2  | Agree           | 4         | 20              |

|              |                   |           |            |
|--------------|-------------------|-----------|------------|
| <b>3</b>     | Neutral           | 6         | 30         |
| <b>4</b>     | Disagree          | 0         | -          |
| <b>5</b>     | Strongly Disagree | 2         | 10         |
| <b>Total</b> |                   | <b>20</b> | <b>100</b> |

The table 4.9 shows that the English textbooks for high school and vocational are same for the students at SMKN 2 Palopo. The students compare the content of those textbook. The result shows that most of the students believe the materials provide in the text book for both vocational high school and general high school are similar. In additional, they also assume that they do not need English lessons because it is only a foreign language and they are more focus on their majors. It can be seen from the students' answers. There are 30% of the students who answer neutral, 10% of the students are strongly disagree, 40% of the students are strongly agree, and 20% of the students agree with the statement.

**Table 4.10. The textbook provide activities and practices about electricity.**

| <b>No</b> | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|-----------|------------------------|------------------|------------------------|
| <b>1</b>  | Strongly Agree         | 1                | 5                      |
| <b>2</b>  | Agree                  | 3                | 15                     |
| <b>3</b>  | Neutral                | 3                | 15                     |
| <b>4</b>  | Disagree               | 9                | 45                     |

|              |                   |           |            |
|--------------|-------------------|-----------|------------|
| <b>5</b>     | Strongly Disagree | 4         | 20         |
| <b>Total</b> |                   | <b>20</b> | <b>100</b> |

The table 4.10 the students at SMKN 2 Palopo also believes that the text book does not provide activities and exercises about electricity. That is why; they were having negative responses toward the statement above. It is about 15% of the student are neutral, 45% of the students disagree, 20% the students are strongly disagree, and only 5% of the students are strongly agree with the statement.

**Table 4.11 Learning English is not important to me because it is only a foreign language**

| <b>No</b>    | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|--------------|------------------------|------------------|------------------------|
| <b>1</b>     | Strongly Agree         | 2                | 10                     |
| <b>2</b>     | Agree                  | 2                | 10                     |
| <b>3</b>     | Neutral                | 5                | 25                     |
| <b>4</b>     | Disagree               | 4                | 20                     |
| <b>5</b>     | Strongly Disagree      | 7                | 35                     |
| <b>Total</b> |                        | <b>20</b>        | <b>100</b>             |

The table 4.11 shows that the students at SMKN 2 Palopo are lack of interest in learning English since it is only a foreign language. The main reason is most of the students viewed the important lesson they have to learn is only the

lesson about electricity. However many students still have a great desire to learn English and assume that English is their need to be able to work in large companies, it can be seen from the students' answers. There are 10% of the students agree, 10% of the students are strongly agree, 25% of the students are neutral, 20% of the students disagree, and 35% of the students are strongly disagree.

**Table 4.12. Presented materials are not stimulating to think critically, creatively, and innovatively.**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 1         | 5               |
| 2            | Agree             | 5         | 25              |
| 3            | Neutral           | 9         | 45              |
| 4            | Disagree          | 3         | 15              |
| 5            | Strongly Disagree | 2         | 10              |
| <b>Total</b> |                   | <b>20</b> | <b>100</b>      |

The table 4.12 shows that the students at SMKN 2 Palopo believe that the presented of the material in the textbook does not stimulate the students to think critically, creatively, and innovatively. The students are not able to improve their skill in learning English as well. Therefore the students at SMKN 2 Palopo were giving the positives responses toward the questionnaire. There are 25% of the students agree, 5% of the students are strongly agree, 45% of the students are

neutral, 15% of the students disagree, and 10% of the students are strongly disagree.

**Table 4.13 The textbook encourages you to develop your own learning strategies**

| <b>No</b> | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|-----------|------------------------|------------------|------------------------|
| <b>1</b>  | Strongly Agree         | 9                | 45                     |
| <b>2</b>  | Agree                  | 5                | 25                     |
| <b>3</b>  | Neutral                | 3                | 15                     |
| <b>4</b>  | Disagree               | 2                | 10                     |
| <b>5</b>  | Strongly Disagree      | 1                | 5                      |
|           | <b>Total</b>           | <b>20</b>        | <b>100</b>             |

Table 4.13 shows that, the textbook also encourages the students at SMKN 2 Palopo to develop their learning strategies. The students are able to learn about English in many variety of learning method. It proves by the students' answers above. There are 25% of the students agree, 45% of the students are strongly agree, 15% of the students are neutral, 10% of the students disagree, and 5% of the students are strongly disagree.

**Table 4.14. I am confusing when use the textbook because the structure of the text was not clear.**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 2         | 10              |
| 2            | Agree             | 6         | 30              |
| 3            | Neutral           | 5         | 25              |
| 4            | Disagree          | 3         | 15              |
| 5            | Strongly Disagree | 4         | 20              |
| <b>Total</b> |                   | 20        | 100             |

Table 4.14 shows that most of the students viewed that the language structure on the textbook is unclear. The language is not understandable enough for students at SMKN 2 Palopo. It is about 25% of the students are neutral, 15% of the students disagree, 20% of the students are strongly disagree, 30% of the students agree, and 10% of the students are strongly agree with the statement. It means that the students have some problems with the language in the text book.

**Table 4.15. I feel boring with the learning activities in the textbook**

| No | Classifications | Frequency | Percentages (%) |
|----|-----------------|-----------|-----------------|
| 1  | Strongly Agree  | 2         | 10              |
| 2  | Agree           | 4         | 20              |

|              |                   |           |            |
|--------------|-------------------|-----------|------------|
| <b>3</b>     | Neutral           | 6         | 30         |
| <b>4</b>     | Disagree          | 3         | 15         |
| <b>5</b>     | Strongly Disagree | 5         | 25         |
| <b>Total</b> |                   | <b>20</b> | <b>100</b> |

Table 4.15 shows that some of the students view that the English textbook is interesting enough. There are some learning activities which makes the students enjoy their activities in the classroom. Therefore, the students were giving the answers toward the questionnaire above. It is about 15% of the students disagree with the statement, 20% of the students agree, 10% of the students are strongly agree, 30% of the students are neutral, 10% of the students are strongly disagree.

**Table 4.16. The assignment in the textbook is not challenged and does not give contribution to the English development**

| <b>No</b> | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|-----------|------------------------|------------------|------------------------|
| <b>1</b>  | Strongly Agree         | 2                | 10                     |
| <b>2</b>  | Agree                  | 3                | 15                     |
| <b>3</b>  | Neutral                | 5                | 25                     |
| <b>4</b>  | Disagree               | 4                | 20                     |
| <b>5</b>  | Strongly Disagree      | 6                | 30                     |

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|              |           |            |
|--------------|-----------|------------|
| <b>Total</b> | <b>20</b> | <b>100</b> |
|--------------|-----------|------------|

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The table 4.16 shows that the assignment in the textbook is challenged and gives contribution to the English development. The students at SMKN 2 Palopo believe that the used of the text book makes them easier to understand the meaning of English as a language. Besides, it provides many exercises and tasks. It can be seen from the data above. There are 30% of the students strongly disagree with the statement, 20% of the students are disagree, 15% of the students agree, and 10% of the students are strongly agree.

**Table 4.17. The layout and design not attractive and unclear**

| <b>No</b>    | <b>Classifications</b> | <b>Frequency</b> | <b>Percentages (%)</b> |
|--------------|------------------------|------------------|------------------------|
| <b>1</b>     | Strongly Agree         | 3                | 15                     |
| <b>2</b>     | Agree                  | 3                | 15                     |
| <b>3</b>     | Neutral                | 4                | 20                     |
| <b>4</b>     | Disagree               | 8                | 40                     |
| <b>5</b>     | Strongly Disagree      | 2                | 10                     |
| <b>Total</b> |                        | <b>20</b>        | <b>100</b>             |

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The table 4.17 shows that, the students at SMKN 2 Palopo were asking about their difficulties in understanding the book, 40% of them were neutral. There are 25% of the students disagree with the statement, 15% of the students

agree, 20% of the students are strongly disagree. It proves that the students are still confused whether the language of the text book is understandable or not.

**Table 4.18. I feel difficult to develop my English skills through the textbook used.**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 1         | 5               |
| 2            | Agree             | 5         | 25              |
| 3            | Neutral           | 6         | 30              |
| 4            | Disagree          | 3         | 15              |
| 5            | Strongly Disagree | 5         | 25              |
| <b>Total</b> |                   | <b>20</b> | <b>100</b>      |

Table 4.18 shows that, the students at SMKN 2 Palopo are not feeling difficult to increase their English skills as long as they try to study hard and repeat all the material in the textbook. It proves by the students' responses above. There are 15% of the students disagree with the statement, 30% of the students are neutral, 25% of the students strongly disagree, 15% of the students are strongly disagree, although some students still think that it is difficult for them to improve their English language skills due to the time allocation given by the school to English subjects is inadequate. it can be seen there are 25% of the students choose agree.

**Table 4.19. Assignments in the textbook are difficult.**

| No           | Classifications   | Frequency | Percentages (%) |
|--------------|-------------------|-----------|-----------------|
| 1            | Strongly Agree    | 4         | 20              |
| 2            | Agree             | 6         | 30              |
| 3            | Neutral           | 7         | 35              |
| 4            | Disagree          | 1         | 5               |
| 5            | Strongly Disagree | 2         | 10              |
| <b>Total</b> |                   | <b>20</b> | <b>100</b>      |

Table 4.19 shows that, the students' opinion about the assignment in the textbook use at SKN 2 palopo are difficult. It can be seen from the table above that there are 4 students (20%) choose strongly agree and there are 6 student (30%) choose agree. In contrast only there is only 1 student (5%) choose disagree and there are 2 students (10%) chose strongly disagree.

**Table 4.20. The method in the textbook is not appropriate with students' ability.**

| No | Classifications | Frequency | Percentages (%) |
|----|-----------------|-----------|-----------------|
| 1  | Strongly Agree  | 1         | 5               |
| 2  | Agree           | 3         | 15              |
| 3  | Neutral         | 6         | 30              |

|              |                   |           |            |
|--------------|-------------------|-----------|------------|
| 4            | Disagree          | 1         | 5          |
| 5            | Strongly Disagree | 9         | 45         |
| <b>Total</b> |                   | <b>20</b> | <b>100</b> |

Table 4.20 shows that, the students when they taught by the English textbook, they are not difficult to understand the material related with the method. Most of them interested in learning by use the method that prepare on the textbook. It can be proven by the result of the questionnaire that there are 9 students (45%) choose strongly disagree and 1 student (5%) choose disagree. however there are some students who think that there are still methods that are not in appropriate with the ability of students to understand the lesson in the textbook. It proven by the result of the questionnaire that there are 6 students (30%) choose neutral/doubt.

#### **H. Discussions**

Based on the findings, finally it can be seen that the students' perception towards the used of English textbook at SMKN 2 Palopo is doubt. Then, the researcher believes that the used of the English textbook still have many lacks to the students. Some of the lack are there are not appropriate balance of the four language skills (reading, speaking, writing, and listening), and also the material presented in the textbook not suitable with the students need and so on. However, some students who have been taught with the ESP approach model given positive responds to the questionnaire.

According to Dr. jalaluddin rachmat opinion, perception refers to a person's responses or attitude about something such as enjoy and appreciate which make them having a desire to do. In this case the students' perception is positive. It proves that the students at SMKN 2 Palopo enjoy the materials in learning English as well.

In the positive statement most of the students choose strongly disagree. The students' responses towards the positive statements are 28,5% choose strongly disagree and 21,5% of the students choose disagree. Meanwhile, in the negative statement, most of the students choose neutral/ doubt, about 29% students choose that. It indicates that the students at SMKN 2 Palopo doubt the appropriateness of the textbook used. Therefore, there are still some parts of the textbook that still need some improvement.

In line with the teaching materials, students' interest should be improved by teaching materials which can stimulate students' skill. Harris and Sipay state that a good English teaching program must create a desire to read and help individual to find pleasure moment in reaction of reading. In this case the teachers have an important role in guiding the learners. Moreover, the used of the textbook are very helpful for the teachers at SMKN 2 Palopo especially for electrical majority as an effort to create a good atmosphere in the classroom. In addition, the teachers have already done their job successfully since the used of an appropriate English textbook in learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the finding the researcher conclude that the students at SMKN 2 Palopo have doubt perception towards the used of English text book. It can be seen from the data of the questionnaire which has 55,3 % of the total score of the students responses. That is why; it is classified as “doubt” perception of the textbook in SMKN 2 Palopo. Although so, students’ perception of the textbook used in SMKN 2 palopo consist of several variants because some students who are the object of research have been taught using ESP learning models so they had given positive responses to the textbook while the others are still using general learning models that are equivalent to the senior high school. Therefore some of students were given a negative response to the textbook used at SMKN 2 palopo.

#### **B. Suggestion**

The researcher hopes that this researcher will give many advantages in learning English. Also, the teacher will do need analysis before choose textbook or giving material to the students, so the teacher can make a better learning material ahead which is relevant toward the students’ needs. Otherwise, the teacher is expected to modify the appropriate leaning material based on the students’ majority. It will be very beneficial if the students have a suitable material base on their majority. That is why, the understanding of ESP is very

needed to develop the appropriated English material for the students at SMKN 2 palopo in the future.

This study was expected to give contribution for the following study and may contribute ideas to people involved in the education field. This study was intended to help the English teachers to be more selective in choosing textbooks for students and in selecting the materials in order to expose the students to the best of the best materials that meet the students' needs, students' ability, and other aspects. Additionally, this study could help future researchers as a useful reference. This study was also expected to help future materials writers to develop better materials.

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