TEACHERS' PERCEPTION TOWARD THE USE OF TEXTBOOK AS LEARNING MEDIA IN TEACHING ENGLISH FOR THE SECOND GRADE STUDENTS OF SMP N 3 KARTASURA

THESIS

Submitted as A Partial Requirements

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Assalamu'alaikum wa rahmatullahi wa barakatuh

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Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakatuh

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RATIFICATION

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iii

DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to people who have always loved and supported me at all times. This thesis is dedicated to:

1. My beloved parents (Mr. Purwadi and Mrs. Sunarti)

2. My beloved little brother (Shihab Al Habzi)

3. All my beloved family who always pray and support me.

4. My beloved alma mater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

مَنْ جَدَّ وَجَدَ

Man Jadda Wajada

"Barang siapa bersungguh-sungguh, maka ia akan berhasil"

"Never wait to start something because not necessarily what you are waiting for

will lead you to your destination"

(Lailatul Azizah)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Teachers' Perception Toward the Use of Textbook as Learning Media in Teaching English for The Second Grade Students of SMP N 3 Kartasura" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 23 May 2023

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ACKNOLADGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Teachers' Perception Toward the Use of Textbook as Learning Media in Teaching English for The Second Grade Students of SMP N 3 Kartasura". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 23 May 2023

The researcher

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TABLE OF CONTENTS

LIST OF THE TABLE

LIST OF THE PICTURE

ABSTRACT

Azizah Lailatul. 2023. ***Teachers' Perception Toward the Use of Textbook as Learning Media in Teaching English for The Second Grade Students of SMP N 3 Kartasura***. Thesis. English Language Education Study Program, Faculty of Cultures and Languages**.**

Advisor   : Ika Sulistyarini, M.Pd

This research describes teachers' perception toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura. The objectives of this research were, to investigate teachers' perceptions and to find out the factors that influence teachers' perceptions toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

In doing this research, the researcher used qualitative descriptive method. The informants of the research were two English teachers who taught second grade at SMP N 3 Kartasura. The collecting of the data used interview, open questionnaire and document analysis. The techniques of analyzing the data used data condensation, data display, and drawing conclusions used triangulation to check the validity of the data.

The results of this research were: (1) T1 & T2 perceive textbook positively in several ways: (a) subject matter is in accordance with the curriculum, presented logically and systematically (b) vocabulary and structure are presented from simple to complex forms (c) exercises are presented realistically, can test student communication and vocabulary, (d) illustrations are presented in fun, simple, clear and attractive manner, (e) physical appearance is presented with clear, attractive and colourful. However, the T1 & T2 also perceive textbook negatively that (a) The textbook does not present a clear summary of the material (b) there is some material that is not up- to- date (c) the structure of language and sentences are not in accordance with the abilities of students in this school (d) textbook is too big and thick for students. (2) there are several factors that influence teachers' perception of textbook at this school from T1 & T2, these are personal experience, need, situation, students' ability, students' interest, workshop/training, and references.

Key words   : Teachers' Perception, Textbook, Learning Media

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is learning media that are often used in teaching and learning process. The use of textbook in the digital era is still the choice of teachers and students. Textbook is standard book compiled by experts in their fields that contain learning materials that are suitable and easily understood by students and can support learning programs (Widiastuti *et al.*, 2020). Utari *et al.,* (2017) said that textbook is book/learning resources that are used to optimize learning activities that contain learning material. Irawan, (2017) said that the learning materials made by the teacher are always related to the textbook. Dilla *et al.,* (2017) also said that textbook became one of the most important things in teaching and learning activities.

The textbook is an inseparable component of learning activities that are useful for achieving Standard Competence (SK) and Basic Competency (KD) (Senowarsito *et al*., 2022). The textbook is chosen because it contains learning material that is arranged systematically and follows competency standards to be achieved based on the curriculum. So, the use of the textbook must be adapted to the curriculum used by the school. Curriculum is a means used to achieve certain educational goals and objectives (Su, 2012). The curriculum contains a series of experiences that have been planned in a standardized manner and aims to achieve students' proficiency and learning skills. The curriculum has undergone many changes from time to time, these

curriculum changes include: the 1947 curriculum *"Rentjana Pelajaran"*, the 1952 curriculum *"Rentjana Pelajaran Terurai 1952"*, the 1964 curriculum *"Rentjana Pendidikan 1964"*, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum "1975 Curriculum enhanced", the 1994 curriculum, the 2004 KBK curriculum, the 2006 KTSP curriculum, the 2013 curriculum, and the 2022 independent curriculum (Nugroho & Narawaty, 2022). The curriculum consists of six components including need analysis, aims, goals, objectives, assessment and testing, materials, teaching, and evaluation (Vega & Atmowardoyo, 2022). The 2013 curriculum and the 2022 independent curriculum are the curricula used until now. This curriculum is tailored to the needs of students in each school. Not only that, the government and teachers must also adapt the curriculum to the use of teaching media. As explained above, the textbook is one of the media choices in this digital era. Even though there are now many choices of digital textbook, textbook is still the main choice of teachers and students.

Textbook functions as reference material, evaluation material, a tool for students, and a determinant of teaching methods and techniques to be used (Lovisia & Arini, 2020). The use of the textbook when implementing learning is also the basis for teachers and students in supporting the continuity of learning in the classroom, especially when teaching English. Textbook can help students improve their understanding when studying learning material. But in fact, textbook have weaknesses when used. This makes the teacher unable to achieve the expected learning targets. Textbook

is considered less effective in this digital era. Even though in reality the textbook cannot be separated from learning activities. Learning activities carried out without using a textbook are considered less effective. This makes the teacher must have a perception regarding the use of textbook when learning English, so that problems are not found in the future. What's more, some teachers have difficulty applying the textbook when teaching in class, especially when teaching English. So, it cannot be denied that the use of textbook can be influenced by teachers' perceptions.

Perception is the ability to process stimuli that can cause a response to something that happens after we see and understand something (Diniah, 2013). Rosyida (2016) said that teachers' perception is the basis for teachers in making a decision and forming an assessment. Muzakky & Albiansyah, (2021) also said that perception is a human sensor that includes a response and awareness of something that has been experienced. Therefore, teachers' perceptions need to be explored deeper to find out information and views of teachers regarding their considerations in determining learning materials. This is because the teacher is the main key in operating the textbook as a learning media.

From the interview and observation results during pre-research on Thursday, 12 January 2023 at SMP N 3 Kartasura, the researcher found that in this digital era SMP N 3 Kartasura still uses textbook as the learning media in teaching English from the interview section. In this pre-research, the researcher only focused on observing the use of the textbook in the

second grade because there were differences in the use of the first-grade curriculum. In the first-grade, school uses the Merdeka Curriculum, while in the second and third grade it uses the 2013 curriculum. The researcher found that in second grade there were three types of English textbooks namely obligatory textbook, additional textbook, and workbook. But it turns out that in practice, from the observation the teacher does not use the obligatory textbook during learning activities. So, this makes the researcher is interested in conducting an in-depth analysis of the teachers' perception and factors that influence the use of obligatory textbook as a learning media in learning English. This research needs to be done because every teacher has different views regarding the use of textbook. These differences in perceptions and views can affect learning activities and the objectives of the learning itself. This research is important to do, so that learning activities can run optimally and can meet the learning objectives that have been planned especially when learning English takes place. With the implementation of this research, it is hoped that it can also help teachers to know the effectiveness of the used textbook according to the needs of their students. So that students can easily understand the learning material taught by the teacher and the teachers are not mistaken in choosing a suitable textbook for their students.

Related to this topic, there are some previous studies. The first research is a thesis from Fitriani (2020) entitled "Teachers' Perception of Using English as a Foreign Language (EFL) Textbook to Achieve the

English Learning Objective of SMK N 3 Parepare". The results of this study indicate that teachers who are pro-textbooks are of the view that learning activities cannot run effectively without using EFL textbooks. Some teachers also say that textbooks require other additional learning references, but the two must go hand in hand. However, there are some teachers who have problems using EFL textbooks so that this can affect teachers when using textbooks in class. Fitriani's research uses a mixed method design which focused on the teachers' perception, the role of the textbook in the classroom, and problems regarding the use of EFL textbook, while this research uses descriptive qualitative research which focused on the teacher's perception and the factors that influence teachers' perception of textbook. Previous research focused on three English teachers who teach 11th grade level at SMKN 3 Parepare, while this research focused on two English teachers who teach 8th grade level at SMP N 3 Kartasura.

The second is a journal article from Okitasari & Palupi (2019) entitle "Teachers' Perception Toward EFL Textbook". Through questionnaires, interviews, and document analysis, the research results show that 80% of teachers think that textbooks have important benefits when used. Meanwhile, 20% of teachers prefer to use other sources as learning materials compared to textbooks. Practically (accessibility, attractiveness, and publication), layout and design, content (materials, practice, and publication), learners' need and language accuracy "English Ok " can be categorized as a good textbook. However, textbooks have some weaknesses

such as the unavailability of audio cassettes, answer sheets and preparation exercises for the national exam. So, the researcher suggests involving more participants to find out the perceptions of teachers who do not agree in using textbook. Okitasari & Palupi's research uses a descriptive qualitative design which focused on reveal the issue about teachers' perceptions toward the use of EFL textbook and strength and weakness of the book "English Ok" (pseudonym) used in schools, while this research uses descriptive qualitative research which focused on the teachers' perception and the factors that influence teachers' perception of textbook. Previous research focused on all English teachers who teach English in 5 schools in Bandung. The sample of Okitasari & Palupi's research is 10 English teachers who teach English at the 7th grade level of junior high school in Bandung, while this research focused on two English teachers who teach 8th grade level at SMP N 3 Kartasura.

Based on the explanation above, the researcher is motivated to conduct research related to the teachers' perceptions of the use textbook as the learning media in teaching English with descriptive qualitative research methods. Therefore, the researcher will conduct research entitled "Teachers' Perceptions Toward the Use of Textbook as Learning Media in Teaching English for The Second Grade Students of SMP N 3 Kartasura".

B. Identification of the Problem

Based on the background of the study, the problems of this research are identified as follows:

1. Teacher awareness in understanding the perceptions of using the textbook is lacking.

2. Textbook is considered less effective for use in the digital era.

3. Some factors influence teacher perceptions regarding the use of textbook.

4. Teachers and students face problems when using textbook during learning.

C. Limitation of the Problem

After identifying the problems above, many problems were found in this study. Therefore, the researcher needs to limit the existing problems. The Researcher needs to focus on teachers' perception and the factors that influence teachers' perceptions toward the use of "Bahasa Inggris: When English Rings a Bell SMP/Mts Class VIII" textbook written and published by the Ministry of Education and Culture in 2014 based on the 2013 curriculum textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura. This book is an obligatory English textbook for teachers and students. The researcher chose to use this textbook because teachers do not use this textbook in teaching English even though this book is a book from the government. The researcher used theory from Celce-Murcia (2001) to know the perception from the teachers toward the use of textbook in many aspects and the theory of factor that influence perception towards textbook from Rosyida (2016). So, it can formulate

research results on how the teachers' perception and know the factor that influences the teachers' perceptions towards the use of textbook.

D. Formulation of the Problem

Based on the problem of the research, the researcher formulates the research problem of the study:

1. What are teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura?

2. What are the factors that influence teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura?

E. Objectives of the Study

Based on the explanation above, the objectives of this research are:

1. To investigate teachers' perceptions toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

2. To find out the factors that influence teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura.

F. Benefits of the Study

The researcher expects this research will bring some benefits as follows:

1. Theoretical benefit

   Researcher hope that the results of this study can expand new information and knowledge related to the teachers' perception and the factors that influence teachers' perception of using textbook as a media for learning English.

2. Practical benefit

   a. For Researcher

      This study aims to increase knowledge and information related to teachers' perception of using textbook as an English learning media so this can be used as a researcher reference for choosing the appropriate textbook when later becoming a teacher.

   b. For the English Teachers

      The results of this study can be useful for teachers, especially in identifying teachers' perceptions and factors that influence teachers' perception when using textbook as learning media and can be used to further improve the quality of learning by choosing relevant textbook learning resources.

   c. For the Next Researcher

      This research is expected to be useful for further research and the results of this study can be used as a reference for research activities related to the research topic.

   d. For the Readers

This research is expected to add new knowledge for readers. In addition, the results of this study can be used as a reference for readers.

G. Definition of Key Terms

There are many terms contained in this research. Therefore, the researcher explains several key terms so this can't cause misunderstanding of the terms used in this study. The definition of the key terms are follows:

1. Teachers' Perception

    According to Al Kahfii (2020), perception is acceptance, distinction, and giving meaning by the five senses so that conclusions and interpretations of an observed object can emerge. Teachers' perception is everything related to the way the teacher overcomes or handles any deficiencies that exist in the learning situation (Nella Syahputri *et al.,* 2019). Teachers' perception has an important role in the learning process because it not only influences teachers in taking actions and decisions but also in providing significant insights into the field of Education (Nurhayati & Samiati, 2018).

2. Textbook

    According to Prastowo (2014) said that textbook is a book that is made and compiled to support learning activities in which it contains the material or teaching materials to be taught. Rohmatillah & Pratama, (2017) also said that textbook is an important tool to prepare and have a good learning experience for students. Textbook is an important

component for teachers and students in the teaching learning process (Suryani, 2018).

3. Learning media

According to Puspitarini & Hanif (2019), learning media is a physical and non-physical learning tool that is given by the teacher to students so that learning activities run effectively and efficiently. Tamrin *et al.*, (2017) said that the use of learning media can add to the attractiveness of students when learning activities take place. Picture, boards, textbook, newspapers and magazines, comics, literary works, computers, and augmented reality media are visual learning media (Hikmah, 2019).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. Definition of Perception

According to Amin *et al.,* (2022), perception is experience related to objects and events that can be seen and felt and then connected to get a conclusion. Perception is a process that exists within an individual in receiving a stimulus that can be consciously understood by the individual so that he can understand himself and his environment (Husna, 2021). Perception can occur when a person receives stimuli from outside his body and then enters his body's organization to be able to understand and be aware of these stimuli. Sari *et al.,* (2022) also said that perception is a process that occurs when an individual receives a stimulus through his five senses which are then interpreted and organized to produce an image and understanding related to the object or environment being observed.

Perception can also be interpreted as a selective process that comes from the results of categorizing interpretations (Destrianti *et al.,* 2018). Maharani *et al.,* (2021) said that perception is a response obtained through the senses related to experiences, events, and objects that produce information. Perception is a person's ability to recognize, interpret, and organize input from the environment which

is influenced by individual focus when observing objects (Hamidan Affandi *et al.,* 2020). Yunita & Maisarah (2020) also said that perception is a process carried out by an individual in assessing an object. Perception is an ability possessed by an individual in receiving stimuli through the five senses which will then be interpreted when observing an object. Perception can also be said to be a person's response to an object in their environment. Perception can occur when a person can feel and see objects or events in conclusion.

So, it can be concluded that perception is a process that comes from outside (stimulus) that enters and is organized into the individual's body so that it can produce a conclusion from the environment or object being observed.

b. **Characteristics of Perception**

According to Velik *et al.,* (2008) characteristics of perception are divided into 8 things, including:

1. Diverse Sensory Modalities

Our brains use multiple sources of sensory information from a variety of modalities including sight, touch, and hearing. External influences are used by the brain to be able to perceive the external environment. The combination and integration of various sources of sensory information is the key to strong perception.

2. Parallel Distributed Information Processing

    Sources of sensory information are processed in parallel because the perceptual system is not a central unit that can process all the information it receives.

3. Information Integration over Time

    To be able to understand an object, event, or situation that occurs in the environment, snapshots of sensory information are not always sufficient for perceptions that are considered unambiguous.

4. Symbolic Information Processing

    Perceptual information originating from various modalities is processed in the human brain precisely in the interconnected neurons. The process of symbol manipulation is often considered part of a mental process.

5. Learning and Adaptation

    At birth, the perceptual system of the human brain is not yet fully developed. However, the concepts and correlations of perception are learned by humans during their lifetime.

6. Influence from Focus of Attention

    Based on the focus and attention hypothesis, what we see is determined by what we pay attention to. The influence of attention is used to select the information that is considered relevant and not disturbing.

7. Influence from Knowledge and Memory

Knowledge is a form of facilitation of perception. Knowledge is required to interpret sensory signals that are perceived as ambiguous. Memories are taken from many things that we have perceived before.

8. Emotional Evaluation

The evaluation of perceptual images that occur in our brains is carried out by emotions. Emotions in perception serve to clarify objects, events, and situations that our bodies perceive as nonsensical.

c. **Types of Perception**

Noviska *et al.,* (2021) state that perception is categorized into two kinds: there are positive and negative perceptions. These types of perception can be explained as follows:

1. Positive Perception

Positive perception is a form of perception that describes all knowledge and responses that are continuous and follow the object of perception. Positive perception is a perception that describes all information, and knowledge positively interpreted by someone. A good view of the observed object will produce a good perception (Muhlisin et al., 2022)

2. Negative Perception

    A negative perception is a form of process that describes all knowledge and responses that do not follow the object of perception. A negative perception is a perception that describes knowledge and responses that are not following the object being perceived. Negative perception describes responses, actions, or attitudes that show rejection or disapproval of the perceived object.

d. **Factors that Influence Perception Towards Textbook**

    According to Rosyida (2016), teachers' perception of textbook can be influenced by several factors such as personal experience, need, situation, students' ability, students' interest, workshop/training, and references. These factors can be explained as follows:

    1. Personal Experience

        This factor is characterized by differences in the educational background of each teacher. This is influenced by how long the teacher teaches, where the teacher teaches, and what the teacher teaches. The personal experience of each teacher is not the same so each teacher has their skills or abilities in interpreting and perceiving the textbook.

2. Need

Need is an important factor when applying textbook to learning activities. In this factor, the teacher must choose a textbook that suits the needs of students and is following the applicable curriculum.

3. Situation

The situation is one of the factors in which the teacher must know and understand the situation and conditions of students during learning. Not only that, but the teacher must also understand the situation and conditions in the school environment. So, this can help the teacher in determining a suitable textbook for learning activities.

4. Students' Ability

This factor illustrates that textbook must be following the abilities possessed by students. Textbook must contain materials and exercises that are appropriate to students' abilities, so students can understand the content in textbook.

5. Students' Interest

This factor is characterized by students' interest in participating in learning. Good textbook is textbook that can make students enjoy using them. Student interest can be seen when students actively participate in the learning process. So

that students' interests and interests become the determining factor when the teacher perceives the textbook.

6. Workshop/Training

Workshop/training is one of the factors that influence the teacher's perception of the textbook. This is because when the teacher attends a workshop/training the teacher can filter textbook that are offered by the publishers, comparing different views about the merits and demerits of different sets of textbooks, voting, and coming to the final decision on the selected textbook.

7. References

Reference is a factor where teachers must have the ability to make additional teaching materials to support the application of textbook. Even though the selected textbook is following the needs of students, the teacher must make and look for additional references to learning resources.

e. **Process of Perception**

Qiong (2017) said that the perception consists of several processes, these processes include:

1. Selection

Selection is the first stage in perception. At this stage, we can change stimuli from the environment into a form of meaningful experience. In living life, we are often confronted

with countless variations of information. So sometimes, this can make us unable to understand all the information obtained. Therefore, so that we are not burdened by the amount of incoming information, we limit and select our attention to important situations.

2. Organization

    The second stage after the selection process is organization. At this stage, we need to organize external information in a certain way by finding meaningful patterns. This stage is carried out by categorizing objects or people so that it allows us to provide coherence of general knowledge regarding people or objects and their characteristics.

3. Interpretation

    The third stage is interpretation. This stage refers to the process of attaching meaning to the selected stimuli. After categorizing the selected stimuli, these stimuli are then categorized into structural and stable patterns, then we can try to understand these patterns by interpreting them. However, everyone can give a different interpretation even though it comes from the same stimulus. This is because everyone has different cultural perspectives that can influence the way we interpret and evaluate things.

f. The Importance of Perception

Perception is important in understanding and interpreting something. The importance of perception includes several things, these include:

1. Perception is important in understanding human behaviour. Perception can find out the right wants and needs based on the interpretation that has been interpreted.

2. Perception can predict a person's behaviour in understanding changing environmental perceptions.

3. Perception can help a person or individuals in determining needs. This is because perception is always related to a need.

4. Perception is important for someone or a manager who wants to avoid mistakes when dealing with an event and other people.

2. Learning media

Learning is a change in behaviour, knowledge, and thinking skills that occur permanently and originates from mindset and experience (Martinez, 2010). Learning is the process by which people acquire different abilities, skills, and attitudes. Learning is not simply about trying to respond to stimuli, but learning takes place through a variety of activities, such as experiencing, observing, working, and understanding processes. Alan (2009) said that learning is a process of acquiring knowledge that aims to gain knowledge, and skills through instruction or study that comes from various sources and experiences.

So that by learning we can gain new skills, knowledge, understanding, and values.

The word "media" comes from the Latin "media" which means "intermediation" or "introduction" (Mahnun, 2012). Media is a means that functions as a distributor of messages or information from the source of information to the recipient of the message (Rahman Hz & Daulay, 2021). This makes the media often referred to as a communication tool. Sadiman (2009) also said that media are all forms of physical equipment that contain messages and are useful for stimulating students to learn. Media is a communication tool that is usually in the form of print, digital, art, news, educational content, and various other sources of information. A more tangible sense of media in the learning process is usually interpreted as photographic or electronic graphic tools for capturing, processing, and recreating visual or verbal information (Kusumawanti, 2015).

Learning media is one of the important elements to support the quality of teaching and learning. Learning media is anything, physical or technical, in the learning process that helps teachers deliver learning content to students and facilitate the achievement of formulated learning goals (Adam, 2015). Learning media can be regarded as an intermediary tool in delivering messages between teachers and students to achieve learning objectives. Rusman (2011) also said that learning media is a message or information sent by the sender to the recipient which aims

to stimulate thoughts and feelings. Interests and desires of students that lead to a learning process to meet the learning objectives achieved. The use of learning media in learning activities can increase the attractiveness, and desire of students to learn, be able to increase motivation and stimulation of student learning and be able to influence students' psychology (Salam *et al.,* 2020). Learning is a process of acquiring knowledge, skills, and attitudes that originate from experience. Media is a means or tool that contains a message or source of information that is used to stimulate students. Learning media is an intermediary in delivering messages or information that aims to stimulate thoughts and feelings.

So, it can be concluded that the learning media is a set of tools, both physical and technical, which are used as intermediaries for the delivery of information between teachers and students to achieve learning objectives.

3. **Textbook**

   a. **Definition of Textbook**

   The textbook is a book that contains teaching and learning materials for students. Okeeffe (2013) said that the textbook is something that comes from the curriculum and must be studied by students because it aims to help students in learning activities. The textbook is a learning facility that contains material resources used by teachers and helps students while studying in class. Textbook are

used by most educators around the world in helping and providing support to teachers and students when learning activities take place and when studying the given learning materials. Textbook have a big role in influencing learning and teaching activities even though they are applied in various ways (Behnke, 2018). The textbook is a basic teaching material that contains knowledge standards to achieve educational goals following the curriculum.

Textbook is the main component in learning activities which include teaching materials used in learning activities. Textbook serve as guidelines for students and teachers in teaching and learning activities in certain subjects or fields of study (Hasibin & Inayah, 2021). This makes the content or content of learning materials in textbook must be under the curriculum, teachers, and students so that learning objectives can be achieved. Fitriya (2001) also said that a textbook is a book that contains a collection of selected sources of knowledge, concepts, and topics that are generally used in class or during learning activities. Textbook is learning resources that make learning activities run systematically. Textbook is learning resources that contain learning materials that are arranged systematically and function to help teachers and students in class. The textbook is a book based on a curriculum that includes learning standards. The textbook is the main component in learning activities and is used as

a guide and reference material for teachers and students during the learning process.

So, it can be concluded that the textbook is a learning resource that is arranged based on a curriculum that aims to assist teachers and students in supporting learning activities.

b. Characteristics of a good Textbook

Textbook is source of teaching material used by students and teachers in meeting the desired learning objectives. Therefore, in choosing a textbook one must pay attention to several characteristics of a good textbook. So, in its use, the textbook can be a guide that suits the needs of students and teachers and courses also by the applicable curriculum. Celce-Murcia (2001) states that a good textbook has several criteria, these criteria include:

1. Subject matter

The subject matter contained in the textbook must be following the applied curriculum. This is through the school-based curriculum, logical and systematic teaching materials, content according to student needs, and accurate and up-to-date learning materials.

2. Vocabulary and Structure

The vocabulary and structure in the textbook are following the students' abilities. Vocabulary in the textbook should be used and placed from simple to complex. The

repetition of vocabulary in each chapter is also considered to be able to strengthen students' memory. The structure in the textbook should be presented with a gradual level of difficulty and by the development of student knowledge.

3. Exercise

   A good textbook should provide exercises that can: (1) Develop and test students' understanding of the main ideas, (2) Involve vocabulary and structure, and build students' language skills. (3) Testing new material cumulatively and (4) Providing practice activities that are realistic and can develop communication.

4. Illustration

   In this characteristic, the textbook must describe and create a pleasant atmosphere, realism, clear, simple, interesting, free, and relate directly to the content so that this can help students understand the textbook used.

5. Physical Appearance

   Textbook must also have a good physical appearance, be durable, present attractive text, and attractive cover images, and have a size that fits the student's grip.

The National Education Standards Agency (BSNP) states that a quality textbook has several criteria, these criteria include:

1. Content Eligibility

    This relates to the suitability of the material to competency standards (SK) and basic competencies (KD), the suitability of the material to the curriculum, accuracy of content, encouraging curiosity, substance and scientific skills, enrichment, and diversity of values.

2. Language Compatibility

    This relates to the suitability of language that must be presented in a straightforward, communicative, dialogical, and interactive manner. So that this can be followed by the development of students, the rules of English, and the use of terms, and symbols used.

3. Feasibility Presentation

    In this case, it includes learning presentation techniques and coherence that must be carried out appropriately to support the continuity of learning activities.

4. Graphics Component

    This includes the format of the book, cover design, content design, paper quality, print quality, and the quality of the chapters in the book.

c. Function of Textbook

The textbook is an important instrument in teaching activities. Textbook function as guidelines used by teachers and students in the smooth teaching and learning process. Textbook consist of various types, namely, schoolbooks, course books, and workbooks or subject books. According to Shanti (2003), textbook have goals and responsibilities in several ways, including:

1. Textbook serve as sources and presentation materials both orally and in writing.

2. Textbook is a source of interactive communication teaching and practice for students.

3. Textbook serve as reference materials regarding grammar, vocabulary, pronunciation, etc.

4. Textbook is a source of encouragement and facilities for school activities.

5. Textbook act as entrepreneurial tools or independent access.

6. Textbook play a role in supporting inexperienced teachers.

d. Advantages and disadvantages of textbook

According to Graves (2000), Textbook have advantages and disadvantages when used, these include:

Advantages of textbook:

1. Textbook can act as a syllabus during the learning process.

2. Textbook is used as road maps so that they can provide a sense of security to students because students can find out what is expected from learning activities.

3. Textbook can save teachers time because they present a set of visuals, readings, activities, and other materials.

4. Textbook can be used as a basis for teachers in assessing student learning outcomes.

5. Textbook provide additional materials such as teacher guides, CDs, worksheets, and videos.

6. Textbook can present the order of levels of students.

Disadvantages of textbook:

1. Textbook sometimes present material content that is inappropriate or not suitable for students so that it does not meet the needs of students.

2. Textbook present inauthentic language.

3. Textbook have a boring visual appearance, reading text, and teaching activities.

4. Textbook is not following the background knowledge of students.

5. There is a match between the sequence of units with real work.

6. Presenting an unrealistic schedule so that students have difficulty completing assignments.

4. **Teachers' Perception Toward the Textbook**

Perception is the experience of an object or event in concluding or interpreting a stimulus (Maryam & Prayontri, 2020). Every individual has a different view of something. So, this is related to the perception of each teacher in interpreting an event that is experienced. Teachers' perceptions are the thoughts, opinions, and experiences of teachers in assessing or concluding student abilities based on students' knowledge, experience, behaviour, and background (Mukarromah, 2019). These various views that make teachers have different perceptions toward the textbook. Teachers' perception toward the textbook can be interpreted by how the teacher uses the textbook (Ahmadi & Derakhshan, 2016). Teacher perceptions toward the textbook can be categorized into two kinds, there are positive perceptions and negative perceptions. Positive perceptions are related to the teacher's perception of the good side of the textbook, while negative perceptions are related to the shortcomings or weaknesses of the textbook (Ramadhani & Fitriani, 2017). Teachers have different views regarding the use of textbook. Diniah (2013) states that teachers have a positive perception of the textbook used. This is marked by the many advantages contained in the textbook rather than the disadvantages. Not only that, the textbook had weaknesses and strengths in its application. Bhandari Prasad (2022) stated that the textbook had weaknesses and strengths in its application. According to

Muzakky & Albiansyah (2021) said that teachers have positive perceptions regarding the use of textbook. This is indicated by the suitability of the textbook content which is good and follows the curriculum in Indonesia.

B. Previous Related Studies

Previous related studies are previous studies that have the same topic as the research conducted. The Researcher took five previous studies with topics related to this research, namely the teachers' perception of the use of textbook as learning media in teaching English.

The first research was from Srakang (2013), Srinakharinwirot University. The title is "A Study of Teachers' Perceptions Toward Using English Textbooks: A Case Study of 10th Grade English Teachers from Maha Sarakham Province". This study aims to find out how the perceptions of grade 10 English teachers in Maha Sarakham Province, Thailand. The instruments used in this study used questionnaires, class observations, and semi-structured interviews involving 12 English teachers at the 10th-grade level who were selected using the purposive sampling method. The results of this study indicate that there are two views of the teacher in using the textbook. The first view is the pro-textbook teacher, the teacher reveals that the textbook must be used in conjunction with other teaching materials to be able to serve the needs of students. Meanwhile, the anti-textbook teacher reveals that the textbook is an ineffective learning resource. So that the results of the study reveal that the use of the textbook can drastically affect

the teacher's practice when in class. This research has similarities with research conducted by researcher, both studies examine how teachers perceive when using textbooks during English lessons. The differences between Ladaporn Srakang's research are that Ladaporn Srakang's research uses a mixed method and case study design, while this research uses a qualitative descriptive research design. Not only that, but this study also used a questionnaire as a research instrument to obtain data in the study. While this research only uses observation and interviews in obtaining research data.

The second thesis is from Jannah (2019) Ar-Raniry State Islamic University Darussalam-Banda Aceh. The title is "Teachers' Perception of The Use of English Textbook in Teaching English (A Descriptive Study of EFL Teachers at MAN 3 Kota Banda Aceh)". This study aims to investigate teacher perceptions in using textbooks and find out teacher barriers in selecting and adapting English textbooks in EFL classes. This research uses the descriptive qualitative method as its research design. The instrument in this study used interviews and observations to obtain research data. The results of this study indicate that teachers at MAN 3 Kota Banda Aceh perceive the textbook positively. However, teachers observe some problems when selecting textbooks. These problems include students' ability to learn English, lack of textbooks, and students' educational backgrounds. This study has similarities with research conducted by researcher, both studies examined teacher perceptions when using textbooks in English classes.

Both studies also used qualitative descriptive methods and interviews and observations as research instruments. The difference between Raudhatul Jannah's research and research made by researcher lies in the research objectives. Raudhatul Jannah's research does not only aim to find out teacher perceptions in using textbooks but also to find out the problems faced by teachers when choosing and adapting textbooks in EFL classes, while this research aims to find out teacher perceptions and the factors that influence teacher perceptions in using textbooks.

The third thesis is from Pamungkas (2020), the State Islamic University of Sulthan Thaha Saifuddin Jambi. The title is "Teachers' Perception of the Use of Technology in Teaching English at Madrasah Aliyah Negeri 1 Muaro Jambi". This study aims to determine teacher perceptions regarding the use of technology in teaching English at MAN 1 Muaro Jambi. This study uses a qualitative method with a case study research design. This research instrument uses interviews. The results of the study show that: 1) an increase in student learning motivation can be accompanied by using technology; 2) the importance of technology as a complement to textbook media; 3) technology has a positive impact; 4) technology also has a negative impact. This research has similarities with research conducted by researcher, both studies examine teacher perceptions, and use qualitative methods. The difference between the two studies is this research focuses on knowing teachers' perceptions of the use of technology when teaching English, while this research focuses on knowing teachers'

perceptions of using textbooks in English lessons. There are also differences in the instruments used, Intan Tri Pamungkas's research is only using interviews as a research instrument, while this study uses interviews and observation as research instruments.

The fourth international journal article from Afersa *et al.,* (2022). The title is "An Analysis of Reading Texts in English Textbooks Based on Teachers' Perception". This study aims to analyze text reading in English textbooks based on teacher perceptions. This study uses two sources of data. First is the analysis checklist on reading text in the student's English textbook of the 2013 curriculum. While the second uses interviews related to the teacher's perception of text reading. The results of this study indicate that reading texts meet the criteria for good reading texts related to interest, originality, cultural background knowledge, text layout, text visuals, and values. However, in this study, it was also found that lexical knowledge in reading texts was not following the level of students, especially second-grade students. This research has similarities with research conducted by researcher, both studies used descriptive qualitative research methods and both used interviews to obtain research data. Meanwhile, the differences in this study are in several ways, Afersa *et al.,* (2022) research uses an analysis checklist from the teachers as the sources of the data, while research uses interviews and observation as sources of the data. Not only that, Afersa *et al.,* (2022) research analysis of reading texts in English textbooks based on teacher perceptions. While this study focuses on knowing the teacher's

perception of using the textbook when learning English along with the factors that influence it.

The five is an international journal article from Cho (2017). The title is "Analysis of Teacher Perceptions of Digital Textbook Use in Korea Pilot Schools". This research is a qualitative research design using an online questionnaire that contains open-ended questions addressed to 119 representatives of school teachers in Korea. This study aims to analyze and identify teachers' perceptions of digital textbooks and their use in schools. The results of this study show that there are four topics related to student development, digital textbook content, and instructional changes. This shows that there are two different responses, namely the advantages and disadvantages of digital textbooks. Student distraction and eye fatigue are negative impacts of digital textbooks. While the application of student concentration, interest, and attitude becomes positive feedback related to the use of digital textbooks. This research has similarities with research made by researcher, both studies use qualitative methods. However, this study has differences from research conducted by researcher in several ways, this study uses an online questionnaire that contains open-ended questions to obtain research data. While research is made by researcher using interviews and observations to obtain data on research. This research focuses on knowing teachers' perceptions and factors that influence teachers' perception when using textbooks during English lessons, while Cho's (2017)

research focuses on knowing teachers' perceptions of digital textbooks and

their use in Korea Pilot schools.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research methods. The research method is used to determine the results of the research. Research methods are related to the ways that must be done when conducting research. So, this can help researcher in solving problems that occur. In this chapter, the researcher divides the part into eight parts. They are research design, research setting, research subject, data and source of the data, research instrument, techniques of collecting the data, the trustworthiness of the data, and techniques of analyzing the data.

A. Research Design

This study used a descriptive qualitative method. According to Sugiyono (2014), descriptive qualitative research is research that describes a phenomenon or event that uses qualitative and quantitative data. Based on Levin *et al.,* (2018) qualitative research is used to describe a set of approaches in which the data obtained are analysed in the form of words and expressions of an experience or social interaction. Ary *et al.,* (2010) also said that descriptive qualitative research is research that investigates the quality of relationships, activities, situations, and materials. Qualitative descriptive research aims to describe a phenomenon and characteristics related to why and how something in the study occurs (Nassaji, 2015). The qualitative research method also explains something based on the real situation that happened during research.

Indrawati (2019) said that descriptive research is research conducted by researcher in exploring and describing to explain and predict a phenomenon obtained in the field based on existing data. Rina (2021) also said that qualitative research is a research method carried out by investigating, exploring, and reviewing the problems that occur in research. Descriptive research will be described clearly and sequentially about the questions made before the researcher enters the field related to the research to be carried out. Qualitative research is research that uses statistical procedures based on descriptive data (Latief, 2020). Qualitative research is carried out based on an accurate view of an object in the form of words, holistic, and complex images. So, it can be concluded that descriptive qualitative research is the research that describes an event or phenomenon that occurs to obtain answers to the research problems that occur.

In this study, the research used descriptive qualitative method research. This research is called qualitative research because the data presented in this study are in the form of words rather than numbers. The researcher describes how the "Teachers' Perception and the factors that influence teachers' perception Toward the use of Textbook as Learning Media in teaching English for the Second-grade Students of SMP N 3 Kartasura".

B. Research Setting

1. Place of the research

This research conducted at SMP N 3 Kartasura. SMP N 3 Kartasura is one of the schools under the auspices of the Ministry of Education and Culture. This school is located on Diponegoro Street No. 64, Kalitan, Kertonatan, Kartasura District, Sukoharjo Regency, Central Java. SMP N 3 Kartasura is a school with (A) accreditation and is one of the favourite schools in the Sukoharjo District. This school has teachers who are competent and experienced in the world of education. This school also has complete facilities such as a library, administration room, UKS, toilet room, mosque, canteen, etc. So, the researcher chose this school to be used as a place of research.

2. Time of research

This research conducted on December 2022-May 2023. The researcher took the data directly and face to face interviews with the teachers. The schedule is elucidated bellows:

Table 3. 1 Time of Research

Activity	Month					
	Dec	Jan	Feb	March	Apr	May
Title Submission	■					
Pre- Research		■				
Writing Proposal	■	■	■			

Consultation and Guidance	■	■	■			
Seminar Proposal				■		
Conduct the Research				■		
Collecting and analyzing the Data					■	
Finish writing chapters IV & V					■	
Consulting and guidance				■	■	
Thesis examination						■

C. Research Subject

The subjects in this research are people that become an informant in this research. In this study, the researcher focuses on two English teachers who teach second grade students of SMP N 3 Kartasura. Both teachers are female and the researcher calls the teacher as teacher 1 and teacher 2. The subjects in this study are two second grade English teachers at SMP N 3 Kartasura who selecting based on purposive sampling. Purposive sampling is a method used to select a sample needed for research. Purposive sampling aims to obtain representative information (Sugiyono, 2010). In this research, the researcher conducted

interviewed using some questions related to their thoughts on the teachers' perception and the factors that influence teachers' perception toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

D. Data and Source of the Data

1. Data

   Data is information that has been collected, observed, generated, or created to validate the results of research that have been found. Data is usually used to analyse something. Data refers to information or knowledge that is encountered and used to be processed for the better. The data in this study were obtained from English teachers related to the teachers' perception and the factors that influence teachers' perception toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

2. Source of Data

   Data sources are data sources used in research. Matthew B. Miles (1994) said that the source of data is information expressed by people who are the subject of research. Qualitatively, research data sources can be humans or informants, events, places, objects, pictures, notes, archives, and documents (Sutopo, 2002). Sources of data in this study are informants in the form of interviews with English teachers. The results of the questionnaire are the results of

answers from the teacher regarding perceptions of using textbook and the factors that influence them.

E. Research Instruments

The research instrument is a data collection tool needed in a study that is made according to the objectives and theory used (Sukendra & Atmaja, 2020). The key instrument of this research is the researcher herself. The research instrument is usually determined by the researcher and related to the research methodology used. The research instrument is used to collect data that is used to solve problems in research. In this study, researcher used research instruments, including the following:

1. Interview

According to Nadzirotunnuha (2017), the interview is a flexible data collection tool that allows it to be used multi-sensory, verbal, non-verbal, verbal, and heard. The interview is the process of obtaining data or information on research conducted by interviewing respondents face-to-face following interview guidelines. In this study, the researcher collected research data by giving some questions to the respondents related to the teacher's perception and the factors that influence teachers' perception towards the use of textbook when learning English. The researcher interviewed two English teachers for the second-grade students of SMP N 3 Kartasura. In conducting interviews, researcher used interview guidelines based on the theory from Celce-Murcia (2001) to know the perception from the teachers toward the use of "Bahasa

Inggris: When English Rings a Bell SMP/Mts Class VIII" textbook and the theory of factor that influence perception towards textbook from Rosyida (2016) which were used to verify and clarify answers from respondents. This is done to strengthen the data as a research source.

Table 3. 2 Interview's Guide

Teachers perception based on Celce-Murcia (2001)	Indicators
a. Subject Matter	The suitability of the textbook with the curriculum.
	Logic and systematization of learning materials.
	Content / material according to the needs of the students.
	The textbook presents subject matter that is up to date
b. Vocabulary and Structure	The use of vocabulary in the textbook from simple to complex.
	The suitability of the structure in the textbook with a gradual level of difficulty in accordance with the development of students' knowledge.
3. Exercise	Develop and test students' understanding of the main ideas.
	Existing exercises involve vocabulary and structures that can improve students' language skills.

	The exercise contains questions that can test students cumulatively.
	The exercise contains activities that are realistic and can develop student communication.
4. Illustration	Textbook describes a pleasant atmosphere.
	Textbook presents clear illustrations so as to facilitate student understanding.
	The textbook presents illustrations that are clear, simple, attractive, free and in accordance with the contents of the textbook.
5. Physical Appearance	The attractiveness of the physical appearance / cover on the textbook.
	The attractiveness of the text and images in the textbook.
	Suitability of the size of the textbook with students.
Factor that influence perception towards textbook based on Rosyida (2016)	**Indicators**
1. Personal Experience	How long the teachers have been in the world of education and started teaching.
2. Need	Suitability of the use of textbook with the needs of students and the curriculum used.
3. Situation	Suitability of the use of textbook in accordance with the situation,

		conditions, and student learning environment.
4.	Students' Ability	The suitability of the textbook with the students' abilities.
		The suitability of the material in the textbook with the students' abilities.
		The suitability of the exercises in the textbook with the students' abilities.
5.	Students' Interest	Student interest in participating learning activities in class.
		Student interest in using textbook when using textbook in learning activities.
		Student activity in class during learning.
6.	Workshop/Training	Teacher participation in workshop/ training related to textbook.
7.	References	The use of learning references other than textbook.

2. Questionnaire

Questionnaire is a qualitative and quantitative research tool used to collect information in research. Questionnaire is a collection of questions related to a particular topic given to individuals in order to obtain statistical information (Roopa & Rani, 2012). Taherdoost (2022) said that Questionnaire is an instrument which includes questions and answers from respondents to provide the information needed for research. Questionnaires can be categorized into two forms, namely open questionnaires and closed questionnaires. The questionnaire in this study is in the form of an open questionnaire in

which the respondent or informant is free to provide answers and opinions regarding the questions presented. The open questionnaire is used to answer complex questions that cannot be answered simply but require detailed, in-depth and meaningful discussion (Etikan & Bala, 2017). In this study, researcher provided questions related to teachers' perceptions and factors toward the use of "When English Rings a Bell" textbook in teaching English for second grade students at SMP N 3 Kartasura.

3. Document Analysis

   Document analysis is a systematic procedure used to evaluate documents, both printed and electronic documents (Bowen, 2009). Document analysis is a qualitative research tool that is carried out by researcher by interpreting / assessing a document to provide meaning and sound related to research. In this study, researcher used this method to check answers from interviews and questionnaires regarding teacher perceptions and factors regarding the textbook used. So, this can help researcher in concluding accurate data regarding the results of interviews, questionnaire and document analysis based on teacher perceptions and factors in using textbook.

F. Techniques of Collecting the Data

Techniques of collecting the data is a method used by researcher to collect data in research. Indranata (2008) said that data collection is a strategic step or procedure in research that has the main goal of collecting data in research. Techniques of collecting data in research

must be carried out systematically to be able to answer the formulation of research problems conclusively regarding the object of study studied. According to Creswell (2009) said that the data collection of qualitative research consists of four basic types, these are observations, interviews, documentation, and audio-visual materials. In this study, researcher used several techniques to collect data, such as interviews, and questionnaire.

1. Interview

   The interview is an activity that involves the interviewer and the interviewee or resource person where the interviewer gives several questions to be answered by the interviewee. The interview is a face-to-face conversation between the interviewer and the respondent which is carried out to achieve certain goals. Busetto *et al.,* (2020) said that the interview is a method used by researcher to obtain views based on one's subjective experience through the opinions expressed. In this study, the researcher used semi structured interviews in obtaining research data. Semi-structured interview is an interview using interview guidelines as a guide in the interview process but also allows the researcher flexibility in determining new ideas and responses in detail (Sultan, 2018). At the interview stage, the researcher gave some questions related to the research topic to the informant to get clear information related to the use of textbook when learning English to know the teachers' perception and factors that influence teacher perception when using textbook as learning

media. The researcher interviewed two English teachers for the second-grade students of SMP N 3 Kartasura. Before the interview takes place, the researcher made a list of questions to be asked as an interview guide.

2. Questionnaire

The questionnaire is a series of questions used to collect data or information from respondents and is considered a written interview. Bird (2009) said that the questionnaire is a popular tool used to obtain basic public knowledge and perceptions of natural hazards. Zhang *et al.*, (2021) said that a good questionnaire is a questionnaire that can represent the surveyor's goals and needs in conveying his thoughts accurately to the respondent and can be a liaison tool between the surveyor and the respondent. Questionnaire is categorized into two types, namely open questionnaire and closed questionnaire. In this study, researcher used an open-ended questionnaire as a data collection tool. An open-ended questionnaire is used to gather and seek information from respondents based on what they say in detail. The questionnaire in this study was used to find information related to teacher perceptions and the factors that influence teacher perceptions in using "When English Rings a Bell" textbook in teaching English for second grade students at SMP N 3 Kartasura.

3. Document Analysis

Document analysis of qualitative research techniques used by researcher to evaluate documents and then interpret them with the aim of increasing understanding regarding the meaning of the information obtained. This method is used to analysed various types of documents including books, newspaper articles, academic journal articles, and reports Lembaga (Morgan, 2022). Document analysis is considered a data collection and analysis technique that is used as a complementary tool to make it easier to understand the object of study (De Andrade *et al*., 2018). 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, researcher used document analysis as a means of supporting research. Document analysis used as an effort to conclude accurate data based on the results of interviews and questionnaires related to perceptions and factors that influence the textbook use.

G. Trustworthiness of the Data

Trustworthiness of the data is a stage where researcher must check the validity of the data obtained previously by researcher. Lincoln & Guba (1985) said that trustworthiness is a way used to convince the researcher himself and the reader that the results of the research found are worthy of attention. Trustworthiness is important to evaluate the value of a study. To check the trustworthiness of the data, the researcher uses triangulation. According to Joppe (2000),

triangulation is an effort used to assist researcher in exploring and explaining complex human behaviour by using various methods while providing a balanced explanation to the reader. Noble & Heale (2019) said that triangulation can offer various data sets that are used to explain an interesting phenomenon that can be explained from various sides and can enrich research. Triangulation is a technique of checking the validity of data that utilizes something other than the data itself to check or compare data (Bachri, 2010). There are some types of triangulations according to Guion *et al.,* (2011) as follows:

1. Data triangulation

    Guion *et al.,* (2011) say that data triangulation is a stage that involves the use of various sources of information used to increase the validity of the research. At this stage it allows researcher to use the most popular sources so that they are easy to apply to research. The source of data or information used must refer to the method used to produce relevant data. However, researcher can use the same method for different data sources.

2. Investigator triangulation

    Guion *et al.,* (2011) say that investigator triangulation is an analytical process that involves the use of several different investigators. At this stage, it involves several investigators or a team of investigators where each researcher examines the program using the same qualitative method (interviews, observations, case studies, or focus groups). The findings of each

investigator will be compared to develop a deeper understanding of the researcher' views on addressing the problem. After these stages are completed, the findings will be concluded. This stage is very effective for establishing validity in research, but this stage is not practical in gathering researcher.

3. Theory triangulation

Guion *et al.,* (2011) say that theory triangulation is a stage that involves the use of multiple perspectives in interpreting and explaining data. This approach brings together people from different disciplines to interpret information in the same way. However, theoretical triangulation is not feasible in all situations and is less efficient because it is time-consuming.

4. Methodological triangulation

Guion *et al.,* (2011) say that methodological triangulation is a stage that involves the use of several methods (qualitative/quantitative) to study and compare the findings. For example, researcher use interviews, observation, document analysis, or other methods. The findings compared to see if similar results are found, if the same findings are found after a conclusion is drawn, then the validity of the study has been determined.

5. Environmental triangulation

Guion *et al.,* (2011) Environmental triangulation is this type of triangulation that involves the use of location, setting, and other

key factors related to the environment in which research takes place such as time, day, or season. The key to this triangulation is to identify environmental factors that may affect the information received before the study. Environmental triangulation cannot be used in every case because this triangulation is only used for possible findings that are influenced by environmental factors.

Based on the explanation above, triangulation is used to check the validity of data. There are five types of triangulations based on Guion *et al.,* (2011), these are data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. In this study, the researcher used methodological triangulation to check the validity of the data because the researcher used several data collection techniques that would be analysed in the same way, and then the researcher would compare the data. In this study, the researcher conducted interviews, give questionnaires to teachers and use document analysis as supporting instrument. The results of the two methods compared and interpreted with document analysis to become a valid conclusion.

H. Techniques for Analysing the Data

Techniques of analysing the data are the stages of how researcher analyse the data that has been found. Rijali (2018) said that data analysis is the process of searching for and compiling interview transcripts, field notes, and other materials that are systematically collected and produced to increase your understanding and enable you to present research

findings to others. Data analysis is a technique that consists of several activities such as collecting, cleaning, and organizing data. Data analysis is the process of reducing a large amount of data which is then collected for understanding. Several steps in the data analysis stage can be taken to conclude (Ibrahim, 2015). In this study, researcher used data analysis models from (Miles, Huberman & Saldana (2014). The analysis of data using Miles, Huberman & Saldana (2014) consists of three stages, including data condensation, data display, and conclusion.

1. Data condensation

    From Miles, Huberman & Saldana (2014), data condensation is a process of sharpening, classifying, directing, removing, and organizing the data to conclude the data. Data condensation means summarizing and selecting the main points, focusing on the things that are important, and looking for themes and patterns. Data on qualitative research can be transformed into the form of selection, making paraphrases or summaries, etc. After the researcher collects the data, the researcher summarized the data related to the teacher's perception and the factors that influence the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura into a blueprint.

2. Data display

    From Miles, Huberman & Saldana (2014), data display is a collection of information in which it is possible to draw conclusions and take action. Display data on qualitative data is

usually in the form of narrative text presented in the form of field notes, matrices, graphs, networks, and charts. At this stage, the researcher presented a summary of the condensed data relating to the teacher's perception and the factors that influence the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura.

3. Drawing conclusion

After the data display stage is done, the last step is concluding. From Miles, Huberman & Saldana (2014), concluding is a step taken by researcher to draw conclusions based on the results of research that is focused on the analysis of the data found in the field. Conclusions are usually presented in the form of descriptive research objects and are the result of the researcher's interpretation of the results from interviews and observations. Concluding is done to ensure that there are no data errors by re-checking the validity of the interpretation. At this stage, the researcher made conclusions based on display data related to the teachers' perception and the factors that influence the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

CHAPTER IV

FINDINGS AND DISCUSSIONS

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 Mrs. Eva as teacher 1 (T1) and Mrs. Febri as teacher 2 (T2) as research subjects where these two teachers taught class VIII together. The researcher used "English: When English Rings a Bell SMP/MTs Class VII" as an obligatory textbook as a tool to check the suitability between the results of the interview and the questionnaire.

The researcher uses data coding to make it easier to explain the data. Coding in this study includes:

Tabel 3.3 Research Coding

No	Coding	Information
1	T1	Teacher 1
2	T2	Teacher 2

A. Findings

The findings of this study include data related to teachers' perception and the factors that influence teachers perception of the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura. The participants of this study were two English teachers at SMP

N 3 Kartasura who were selected through purposive sampling. The interview process took about 10 – 15 minutes for each English teacher. The questionnaire filling process was carried out on the spot and lasted 10-15 minutes. The findings of this study, present the results of the data obtained through interviews and questionnaires. The interviews were carried out in a semi-structured manner based on guidelines drawn up in the form of a blueprint and the questionnaire was carried out in the form of an open questionnaire where the teacher was free to provide answers based on the questions given.

1. **The Result of Interview**

Interviews were conducted twice with the two English teachers. The interview with T1 was held on Monday, 27 March 2023. Meanwhile, the interview with T2 was held on Tuesday, 28 March 2023. The results of the interview can be seen below:

1) **Teachers' Perception Toward the use of Textbook**

To answer the first problem formulation, the researcher gave sixteen questions during the interview. Questions related to the teacher's perception of the textbook used based on the theory of Celce-Murcia (2001). This theory contains five aspects of the textbook including, subject-matter, vocabulary and structure, exercise, illustration, and physical appearance. Based on the interview results, each teacher has different perceptions regarding the use of the textbook. This is in accordance with the results of the interview below:

a) **Subject Matter**

The interview consisted of 4 questions, namely number 1-4, the researcher wanted to investigate the teacher's perception regarding the subject matter in textbook. The results of interviews with T1 and T2 can be seen as follows:

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini?* (In your opinion, is this book in accordance with the curriculum in this school?)	*Kalau dilihat sesuai ya mbak, buku ini sesuai dengan kurikulum di sekolah ini mbak dan juga KI dan KD nya juga sesuai.*	*Untuk kurikulum 2013 sesuai mbak*
2.	*Menurut ibu, Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis?* (In your opinion, does this book	*Menurut saya logis karena buku ini mudah dipahami dan juga ada banyak*	*Kalau sistematis dan logisnya iya mbak tapi kurang detail jadi cuman contoh-*

No	Question	Teacher Answer	
		T1	T2
	present logical and systematic learning materials?)	*gambar-gambar, kalimatnya juga ngak begitu susah kok dan susunannya juga sistematis, Cuma disini kita harus menerka sendiri mba karena ngak ada ringkasan materinya sehingga untuk siswa yang tidak banyak kosakata yaa kesulitan.*	*contohnya saja mbak.*

No	Question	Teacher Answer	
		T1	T2
3.	*Menurut ibu, Apakah materi yang ada dibuku ini sesuai dengan kebutuhan para siswa?* (In your opinion, is the material in this book appropriate to the needs of the students?)	*Sesuai mbak, cuman disini tidak ada penjelasan materinya mbak jadi kita harus nyari sendiri. Kebanyakan ini langsung Latihan.*	*Sebenarnya untuk materinya sesuai ya mbak tapi dengan kondisi siswa disini yang vocabnya masih kurang itu kesulitan untuk mempelajari buku ini mbak, jadi harus pelan-pelan biar siswa bisa saat pelajaran*
4.	*Menurut ibu, Apakah materi yang ada dibuku ini up-to-date dan sesuai dengan*	*Sama mbak menurut saya sudah sesuai dan pas juga mbak dengan*	*Kalau hal itu ada beberapa yang kurang sesuai ya mbak yaa.. seperti*

No	Question	Teacher Answer	
		T1	T2
	perkembangan zaman sekarang? (In your opinion, is the material in this book up-to-date and in accordance with current developments?)	*siswa sekarang karena siswa dituntut untuk berpikir kritis. Cuman yaa itu tadi mbak ringkasan materinya ngak ada. Memang baik mbak, tapi untuk siswa yang levelnya dibawah rata-rata akan bingung."*	*pada materi undangan itu kan masi berbentuk kertas atau masih amplop, sekarangkan zaman nya digital ya mbak kita bisa mengundang lewat aplikasi atau sosial media*

Based on the results of interviews T1 and T2 have positive perception that this book was in accordance with the existing curriculum in this school, namely the 2013 curriculum and said that the subject matter in this book was presented logically and systematically, but T1 and T2 have negative perception that this

book was not equipped with a summary explanation of learning material. So that makes T1 and T2 have to look for additional material from other sources. In terms of the suitability of the book for the needs of students, T1 and T2 have positive perception' that this book was in accordance with the needs of students, but T1 revealed negative perception that this book was not equipped with an explanation of the material, so the teacher had to look for other material. T2 also said that with the condition that students at this junior high school were lacking in terms of vocabulary knowledge, the teacher had to give explanations to students regularly so that students better understood the learning material presented. In terms of the up-to-date material in the book with current developments, T1 believes that this book is appropriate because this book can indirectly improve students' critical thinking skills where this is really needed. However, T2 has a negative perception that in this book there are some materials that are not appropriate, for example in the invitation material. This book still presents invitations in paper form, even though nowadays invitations can be given via social media or other online applications. So, this is not in accordance with current developments.

b) **Vocabulary and Structure**

This section consists of 2 questions, namely number 1-2, the researcher wants to investigate teacher perceptions regarding vocabulary and structure in textbook.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah kosakata yang ada dibuku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks?* (In your opinion, Is the vocabulary in this book presented in a simple to complex form?)	*Kalau kosakatanya masih yang mudah ya mbak, masih mudah untuk dimengerti artinya.* *Iya mbak betul dari sederhana ke yang kompleks*	*Kalau itu ada yang simple ada yang susah mbak, cuman karena kondisi siswa yang seperti ini tetap aja semuanya harus dicari satu-satu mbak.* *Iya mbak, dari awal itu masil simple, contohnya percakapan itu masih mudah dipahami tapi*

No	Question	Teacher Answer	
		T1	T2
			mungkin kebelakang-kebelakang itu susah
2.	*Menurut ibu, Apakah struktur bahasa atau kalimat yang ada dibuku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa?* (In your opinion, Is the structure of the language or sentences in this book appropriate to the level of	*Sudah sesuai mbak, tapi tidak semua ya mbak soalnya ada beberapa siswa itu yang kesulitan buat mengetahui artinya, jadi harus dipandu dulu*	*Kalau siswa disini masi terlalu sulit mbak, mungkin mereka masi biasa saja kemampuannya. Untuk bukunya sendirikan langsung percakapan gitu, langsung ke kehidupan sosial, mereka itu ngak bisa langsung praktek gitu mbak. Jadi*

No	Question	Teacher Answer	
		T1	T2
	students' abilities and in accordance with the development of students' knowledge?)		*mereka perlu diberikan gambaran dahulu baru mereka bisa paham begitu. Kalau menurut saya belum mbak, soalnya terlalu sulit harus berkali kali dijelaskan baru para siswa itu paham mbak*

Based on the results of interviews regarding teacher perceptions in terms of vocabulary and structure in TB, T1 has negative perception that the vocabulary in this book is easy to understand and has been presented from simple to complex forms. This is in accordance with what T2 stated that this book presents simple vocabulary and is presented from simple to complex forms. But according to T2, T2 has negative

perception' that vocabularies in this textbook difficult for students to understand. T2 also said that students' ability to understand vocabulary was still lacking, so they still had to interpret one word at a time that they did not understand. In terms of language structure, T1 has positive perception that this book was appropriate according to the level of ability and development of students, but T1 also said that not all students could understand the meaning of the language in the book. In contrast to T2, T2 has negative perception that the structure of the language in this book was not in accordance with the conditions of the students at this school whose skills were still lacking. Students in this school need to be given understanding repeatedly so they can understand the material in textbook.

c) **Exercise**

This section consists of 4 questions, namely numbers 1-4, the researcher wants to investigate teacher perceptions regarding the exercises in textbook.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah latihan yang ada di buku ini dapat meningkatkan*	*Iya mbak, bisa meningkatkan vocabnya,*	*Sebenarnya bisa menguji kemampuan mereka tetapi*

No	Question	Teacher Answer	
		T1	T2
	pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada? (In your opinion, Can the exercises in this book improve students' understanding and test the main ideas of each material?)	*meningkatkan pemahamannya*	*yaitu mbak siswa itu kadang bertanya-tanya. Jadi saya harus menjelaskan berkali kali dulu baru mereka bisa paham*
2.	*Menurut ibu, Apakah latihan yang ada di buku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa?* (Can the exercises in this book improve students' abilities,*	*Untuk itu bisa mbak tetapi pelan-pelan yaa, jadi ngak langsung bisa paham gitu, ada prosesnya*	*Iya mbak jadi kosa katanya nambah karena setiap kita ngak tau artinya kan kita mencari tahu, jadi secara langsung juga*

No	Question	Teacher Answer	
		T1	T2
	vocabulary, and language?)		*dapat menambah kosakata siswa mbak*
3.	*Menurut ibu, Apakah pertanyaan di setiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif?* (Are the questions in each exercise in this book able to test students communicatively?)	*Kalau komunikatif bisa mbak, tapi tidak bisa langsung maksimal soalnya kadang itu ketika saya menerangkan anak-anak tidak paham dengan makna kalimatnya jadi kita ya harus menggunakan bahasa yang di mix antara*	*Iya mbak, karena latihan atau tugas-tugas yang ada di buku ini langsung praktik dengan teman mbak, mereka langsung komunikasi dengan temannya, tetapi ya itu tadi mbak siswa harus dipandu dulu biar paham*

No	Question	Teacher Answer	
		T1	T2
		Indonesia dan inggris	
4.	*Menurut ibu, Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa?* (In your opinion, Are the exercise activities in this book presented realistically and can develop student communication?)	*Iya mbak realistis tapi kalau untuk pengembangan kurang begitu yaa mbak karena tidak semua siswa itu tertarik pada bahasa inggris dan backround mereka juga beda-beda sehingga kemampuan merekapun juga beda mbak*	*Iya mbak dan komunikasi siswa secara tidak langsung juga berkembang*

Based on the results of interviews related to teacher perceptions in terms of the exercises in this textbook, T1 and T2

have positive perception that the exercises in this book can increase understanding and test students. However, T2 added that students must be given explanations repeatedly so they can understand. T1 and T2 have positive perception that exercise in this book could indirectly improve students' vocabulary and language skills because students had to ask questions and find out the meaning of words they did not understand. This can indirectly improve students' vocabulary and language skills. Not only that, T1 and T2 also have the same positive perception that every exercise in this book can test students communicatively but requires explanation and guidance from the teacher so students understand. This is in accordance with what was stated by T1 that T1 uses a mixed language between English and Indonesian so that students more understand. T2 also adds that this book presents exercises that directly carry out practices with friends, indirectly this can improve student communication. According to T1 and T2 the exercises in textbook are also presented realistically. However, in terms of communication development students T1 and T2 have different opinions. T1 has negative perception' that not all students have the same background and are interested in English so this also affects students' abilities. But T2 reveals positive perception that indirectly, the exercises in textbook can develop student communication.

d) Illustration

This section consists of 3 questions, namely numbers 1–3, the researcher wants to find out the teacher's perceptions regarding the illustrations in textbook.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah buku ini menyajikan tampilan yang menyenangkan?* (In your opinion, does this book present a pleasant view?)	*Iya mbak, karena dari gambarnya terus dialog-dialognya juga dilengkapi gambar-gambar mbak jadi lebih interaktif unuk siswa. Tampilannya juga menarik*	*Menyenangkan mbak, karena banyak gambar-gambar yang menarik perhatian siswa*
2.	*Menurut ibu, Apakah ilustrasi yang ada di buku ini disajikan secara jelas dan*	*Insyallah bisa mbak tetapi mungkin siswa perlu waktu untuk*	*Sudah jelas mbak, kalau dikatakan meningkatkan ya*

No	Question	Teacher Answer	
		T1	T2
	meningkatkan pemahaman siswa? (In your opinion, Are the illustrations in this book presented clearly and increase student understanding?)	*memahaminya dulu baru mereka bisa mengerjakan*	*meningkatkan yaa mbak tetapi yaa itu tadi mbak, kosakata atau vocab nya harus di beri tahu satu-satu dulu baru siswa itu paham*
3.	*Menurut ibu, Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku?* (In your opinion, does this book present illustrations that are clear, simple,	*Iya mbak dan juga sesuai ya mbak, buku ini tergolong simple gitu*	*Sudah sesuai mbak dan jelas mbak, cuman ya itu tadi siswa perlu dibantu lagi biar paham*

No	Question	Teacher Answer	
		T1	T2
	attractive and in accordance with the contents of the book?)		

Based on the interview results, T1 and T2 have the same positive perception regarding the appearance of this TB. T1 and T2 argue that textbook has a pleasant appearance because the book presents many interesting and interactive pictures. T1 and T2 also say that this TB provides a clear illustration. However, T1 and T2 revealed that in order to improve students' understanding, more time was needed so that students could understand. T2 also added that students must be informed beforehand so they understand the vocabulary in textbook. According to T1 and T2 this book presents illustrations that are simple, attractive and in accordance with the contents of the book. However, T2 added that students need to be assisted and directed so that they understand textbook better.

e) Physical Appearance

This section consists of 3 questions, namely number 1–3, the researcher wants to investigate teacher perceptions regarding physical appearance in textbook.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah sampul pada buku ini menyajikan gambar yang menarik?* (In your opinion, Does the cover of this book present an interesting picture?)	*Buku ini menarik ya mbak, warnanya juga cerah yaa jadi menambah ketertarikan siswa*	*Iya mbak dari gambar dan tampilan covernya menarik*
2.	*Menurut ibu,* Apakah tulisan dan gambar yang ada di buku ini menarik perhatian pembaca? (In your opinion, Do the text and pictures in this book catch the reader's attention?)	*Menarik mbak karena kan ini banyak gambarnya ya terus ada warnanya juga kemudian juga ada gambar orang-orang nya tulisannya juga mudah dibaca, jadi inyallah bisa mbak*	*Iya mbak soalnya gambarnya beraneka macam dan jelas sehingga tidak monoton*

No	Question	Teacher Answer	
		T1	T2
3.	*Menurut ibu, Apakah ukuran buku ini sesuai dengan kebutuhan siswa?* (In your opinion, Does the size of this book fit the needs of students?)	*Sudah sesuai mbak menurut saya*	*Kalau menurut saya agak terlalu besar dan tebal yaa mbak jadi mungkin siswa keberatan*

Based on the results of the interview regarding the teachers' perception of the physical appearance of textbook, T1 and T2 have the same perception positive perception. T1 and T2 revealed that this textbook has an attractive cover and graphics. T1 added that the cover letter on textbook has a bright colour and can increase student interest. In terms of writing and pictures, T1 and T2 also said that the writing on this textbook was clear and easy to read, the pictures on this textbook were also various and not monotonous. T1 also added that the colours on this textbook are also attractive. T1 and T2 have different opinions in terms of the suitability of the size of the book with the needs of students. T1 said that the size of this book was in accordance with the needs of

students. However, T2 has a negative perception that this book was a bit too big and thick, so students objected.

2) **Factors that Influence Teachers' Perception**

To answer the second problem formulation, the researcher gave fifteen questions related to the factors that influence the teacher's perception of the textbook used based on the theory of Rosyida (2016). This theory contains seven aspects of factors including personal experience, need, situation, students' ability, interest, workshop/training, and references. Based on the interview results, each teacher has different perceptions regarding the factors that influence teachers' perception of textbook. This is in accordance with the results of the interview below:

a) **Personal Experience**

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence the teacher's perception of the use of textbook related to aspects of personal experience.

No	Question	Teacher Answer	
		T1	T2
1.	*Berapa lama ibu mulai mengajar?* (How long did you start teaching?)	*Kalau mengajar saya sudah 20 tahun mbak. Dulu*	*Kalau di SMP ini mulai dari 2018 mbak, karena*

No	Question	Teacher Answer	
		T1	T2
		saya itu mengajar di SD kemudian di SMP ini baru masuk di tahun 2021 bulan Februari	*sebelum saya mengajar disini saya mengajar di SD*
2.	*Dimana ibu mengajar?* (Where do you teach?)	*Di SMP N 3 Kartasura*	*Yaa saya mengajar di SMP 3 ini mbak*
3.	*Apa yang ibu ajarkan?* (What do you teach?)	*Mengajarnya bahasa inggris mbak, saya mengajar di kelasnya 7 sebanyak 3 kelas dan kelas 8 sebanyak 4 kelas*	*Disini saya mengampu mata pelajaran Bahasa Inggris di kelas 7 dan 8, untuk kelas 7 saya mengampu 4 kelas, kalau kelas 8 hanya 2 kelas*

Based on the results of interviews with T1 and T2, these two teachers have differences in terms of personal experience. T1 revealed that he had been teaching for 20 years. However, T1 just started teaching at SMP N 3 Kartasura in February 2021. Unlike T2, T2 started teaching at SMP N 3 Kartasura since 2018. T1 and T2 both teach at SMP N 3 Kartasura and teach subjects English. T1 teaches 3 classes of English for grade 7 and 4 classes for grade 8. Meanwhile, T2 taught 7th grade English lessons in 4 classes and only 2 classes in 8th grade.

b) **Need**

This section consists of 2 questions, namely numbers 1-2, the researcher wants to find out the factors that influence the teacher's perception of the use of textbook related to aspects of need.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah buku ini sesuai dengan kebutuhan siswa?* (In your opinion, Is the textbook used in accordance with the needs of students?)	*Seperti yang saya sampaikan tadi mbak, sesuai cuman buku ini tidak menyajikan*	*Untuk secara materi sesuai yaa mbak, tapi untuk penjelasan latihan yang lebih simple*

No	Question	Teacher Answer	
		T1	T2
		ringkasan materi jadi saya harus nambah-nambahin sendiri	*dan detailnya itu kurang mbak. Ringkasan materinyapun juga sedikit jadi kita harus cari-cari lagi*
2.	*Menurut ibu, Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini?* (In your opinion, Is the textbook used in accordance with the curriculum used in this school?)	*Sudah sesuai mbak bahkan juga sesuai dengan silabus*	*Sudah sesuai mbak, sama dengan KI dan KD nya juga kok*

Based on the results of interviews related to one of the factors that influence the use of textbook in the aspect of need, T1 and T2 are both of the opinion that textbook is in accordance with the

needs of students. However, T1 and T1 said that textbook did not present a summary of the material. This made T1 and T2 have to look for additional material on their own. T2 also added that textbook did not provide a detailed explanation of the exercises. According to T1, the textbook used is in accordance with the curriculum and syllabus. T2 also said that textbook was in accordance with the existing KI and KD.

c) **Situation**

This section consists of 2 questions, namely numbers 1-2, the researcher wants to find out the factors that influence the teacher's perception of the use of books related to situation aspects.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran?* (In your opinion, how are the situations and conditions of	*Sebenernya siswa itu senang mbak saat belajar cuman kadang itu ada siswa yang kurang memahami makna kata atau kalimat dalam*	*Ketika pakai buku ini mereka enjoy mbak, tapi ketika mengerjakan tugas atau latihan terutama saat diskusi dengan teman-teman*

No	Question	Teacher Answer	
		T1	T2
	students when learning in class? Especially when using textbook?)	*bahasa inggris. Seringkali mereka bertanya bu ini sebenarnya apaya artinya. Jadi itu yang kadang menghambat kegiatan pembelajaran*	*itu ada beberapa siswa yang bermain main*
2.	*Menurut ibu, Bagaimana situasi dan kondisi pembelajaran di sekolah ini?* (How is the situation and condition of learning in this school?)	*Untuk hal itu sudah sesuai dengan harapan kita mbak*	*Yaa cukup kondusif dan cukup baik mbak*

Based on the results of interviews related to one of the factors that influence the use of textbook in the situation aspect T1 and T2 both argue that students are happy and enjoy learning in class, especially when using textbook. But T1 said that sometimes there were some students who often asked the teacher about the meaning of words or sentences. This can sometimes hinder learning activities. T2 also added that during the discussion session with friends, there were several students playing. In terms of the situation and conditions that exist in this school, T1 said that learning was in accordance with what was expected. This is in accordance with the opinion of T2 who said that the learning situation and conditions in this school were quite conducive and quite good.

d) **Students' Ability**

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence the teacher's perception of the use of textbook related to aspects of students' abilities.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu, Apakah buku ini sesuai dengan*	*Sudah sesuai mbak, cuman ya itu tadi ada*	*eeee gini mbak, kalau di buku itukan*

No	Question	Teacher Answer	
		T1	T2
	kemampuan siswa? (In your opinion, does this textbook suit the students' abilities?	*beberapa siswa yang tidak tau artinya mbak dan kemampuan vocabnya terbatas begitu*	*langsung speaking, langsung praktek. Padahal anak-anak kita belum tentu tahu maksudnya itu apa, jadi menurut saya yaaa itu tadi mbak, materinya belum dijelaskan secara sederhana dan langsung ke aplikasinya. Sebenarnya tujuannya*

No	Question	Teacher Answer	
		T1	T2
			kurikulum 2013 itu kan begitu yaa mbak nah anak-anak kita disini belum sampai ditahap itu
2.	*Menurut ibu, Apakah materi dalam buku ini sesuai dengan kemampuan siswa?* (In your opinion, Is the material in this textbook appropriate to the students' abilities?)	*Untuk materinya sudah sesuai mbak, cuman mungkin untuk vocab dan interaksinya yang agak kurang*	*Sesuai mbak*
3.	*Menurut ibu, Apakah latihan dalam buku ini sesuai dengan*	*Sudah sesuai mbak cuman siswa itu perlu dipandu dan*	*Sudah sesuai mbak, cuman seperti yang saya katakana*

No	Question	Teacher Answer	
		T1	T2
	kemampuan siswa? (In your opinion, are the exercises in this textbook appropriate to the students' abilities?)	*dijelaskan berulang-ulang juga ya mbak biar mereka bisa mengerjakan*	*tadi siswa perlu dipandu dan diarahkan*

Based on the results of interviews related to one of the factors that influence the use of textbook in the situation aspect, T1 and T2 have different perceptions. T1 said that textbook was in accordance with the students' abilities, but there were some students who did not know the meaning of the vocabulary presented. T2 also added that this book directly asked students to practice and gave a little summary of the material. Even though this is in accordance with the objectives of the 2013 curriculum, the children at this school do not yet have sufficient skills to apply the exercises in textbook. This is in accordance with what T1 and T2 said if the material on textbook was in accordance with the students' abilities. However, T1 added that the understanding of vocabulary in this school is still limited. T1 and T2 have the same perception, T1 and T2 say that the exercises in textbook are in accordance with the students' abilities, but in reality students

must be given directions and explanations so they can do the exercises.

e) **Students' Interest**

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence the teacher's perception of the use of textbook related to aspects of students' interest.

No	Question	Teacher Answer	
		T1	T2
1.	*Menurut ibu Apakah siswa tertarik dan senang belajar di kelas?* (In your opinion, are students interested and enjoy learning in class?)	*Senang dan tertarik mbak sejauh ini*	*Enjoy mbak*
2.	*Menurut ibu, Apakah siswa senang menggunakan buku ini?* (In your opinion, do students enjoy using the textbook?)	*Alhamdulillah siswa enjoy mbak, bukunya juga bergambar menarik gitu*	*ketika menggunakan buku siswa itu juga nyaman*

No	Question	Teacher Answer	
		T1	T2
		jadi siswa bisa enjoy dan suka	
3.	*Menurut ibu, Apakah siswa aktif saat melaksanakan pembelajaran di kelas?* (In your opinion, are students active when carrying out learning in class?)	*Siswa terlihat cukup aktif ya mbak, teritama saat menjawab pertanyaan, terus maju satu-satu saat di kelas*	*Kalau itu ada yang aktif dan ada juga yang pasif yaa mbak*

Based on the results of interviews related to one of the factors that influence the use of textbook in the aspect of students' interest, T1 and T2 both stated that students were interested and happy while studying in class, especially when using textbook. T1 also added that the existing pictures can add to the attractiveness of students while learning. In terms of student activity when carrying out learning in class, T1 said that students seemed quite active, especially when answering questions from the teacher and when asked to come forward in front of the class. However, T2 said that not all students were active when learning in class.

f) Workshop/Training

This section consists of 1 question where the researcher wants to find out the factors that influence the teacher's perception of the use of textbook related to aspects of the workshop/training.

No	Question	Teacher Answer	
		T1	T2
1.	*Apakah ibu mengikuti pelatihan/workshop yang berkaitan dengan textbook?* (Did you attend any training/workshop related to the textbook?)	*Engak ada itu mbak, soalnya buku ya di drop langsung dari pemerintah mbak, untuk pertemuan biasanya membahas hal yang lain, tidak membahas buku*	*Tidak pernah mbak. Sebenernya buku ini itu langsung di drop dari pemerintah*

Based on the results of interviews related to one of the factors that influence the use of textbook in the aspect of

references, T1 and T2 both revealed that T1 and T2 did not attend meetings related to textbook. T1 and T2 both said that textbook was given and dropped directly from the government. T1 also added that T1 only attended meetings that discussed other matters and did not discuss textbook.

g) **References**

This section consists of 1 question where the researcher wants to find out the factors that influence teacher perceptions regarding aspects of references.

No	Question	Teacher Answer	
		T1	T2
1.	*Apakah ibu menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan?* (Does the teacher use additional learning references besides the textbook? If yes, what was used?)	*Iya mbak pakai, biasanya saya mengambil dari buku lain atau kamus begitu mbak, terus saya juga menggabung gabungkan materi di buku mandiri dan*	*Kalau saya menggunakan buku tambahan dari sekolah itu mbak, yang buku Erlangga sama mencari tambahan soal-soal latihan itu di Internet seperti worksheet itu*

No	Question	Teacher Answer	
		T1	T2
		LKS begitu mbak, jadi disesuaikan dengan kebutuhan. Karena jika memakai media seperti LCD itu di sekolah ini susah mbak	*mbak, dan juga LKS juga*

Based on the results of interviews related to one of the factors that influence the use of books in the aspect of references, T1 and T2 both use other additional study references. T1 said that T1 also combined the material in the Mandiri books and LKS and then adjusted it to the needs of the students. T2 also added that T2 used additional books from schools, namely Mandiri/Erlangga books, worksheets, and practice questions on the internet such as worksheets. T1 also added that T1 could not use media such as LCD due to inadequate school facilities.

2. **The Result of Questionnaire**

The questionnaire was carried out twice with the two English teachers. Questionnaire with T1 will be held on Monday, 27 March 2023. Meanwhile, questionnaire with T2 will be held on Tuesday, 28 March 2023. The results of the questionnaire can be seen as below:

1) **Teachers' Perception Toward the use of Textbook**

To answer the first problem formulation, the researcher gave sixteen questions when filling out the questionnaire. Questions related to the teacher's perception of the textbook used based on the theory of Celce-Murcia (2001). This theory contains five aspects of the textbook including, subject-matter, vocabulary and structure, exercise, illustration, and physical appearance. Meanwhile, to find out the factors that influence the teacher's perception of the textbook, the researcher uses the theory from Rosyida (2016). This theory consists of seven aspects, including personal experience, need, situation, students' ability, students' interest, workshop/training, and references. Based on the results of the questionnaire, each teacher has different perceptions regarding the use of the textbook. This is in accordance with the results of the questionnaire below:

a) **Subject Matter**

The questionnaire consists of 4 questions, namely number 1-4, the researcher wants to investigate teacher perceptions regarding the subject matter in textbook. The results of the T1 and T2 questionnaires can be seen as follows:

a) **Subject Matter**	
a) *Apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini? Berikan alasannya!* (Is this book in accordance with the existing curriculum in this school? Give the reason!) **Answer:**	
T1	**T2**
Sesuai dengan kurikulum di karenakan semua materi ada	*Ya,*
b) *Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis? Berikan alasannya!* (Does this book present logical and systematic learning materials? Give the reason!) **Answer:**	
T1	**T2**
Ya karena sesuai dengan kurikulum dan bergambar	*Ya karena disertai ilustrasi yang sesuai dengan materi meskipun penyajian materi kurang mendetail.*
c) *Apakah materi yang ada di buku ini sesuai dengan kebutuhan para siswa? Berikan alasannya!* (Does the material in this book suit the needs of students? Give the reason!) **Answer:**	

T1	T2
Tidak dikarenakan di buku ini tidak ada penjelasan yang memudahkan siswa memahami.	*Ya, materinya sesuai meskipun tidak mendetail.*

d) *Apakah materi yang ada di buku ini up-to-date dan sesuai dengan perkembangan zaman sekarang? Berikan alasannya!* (Is the material in this book up-to-date and in accordance with current developments? Give the reason!)

Answer:

T1	T2
Ya, dikarenakan di lengkapi dengan gambar dan bahasanya juga sesuai.	*Ada yang iya, ada yang tidak*

The results of the questionnaire show that T1 and T2 have positive perception that this book is in accordance with the existing curriculum in this school and argue that this book presents learning materials that are logical and systematic. T2 revealed positive perception that the material in this book was actually in accordance with the needs of students, but the explanation of the material was not detailed enough. This is in accordance with negative perception expressed by T1 that this

book is not in accordance with the needs of students because there is no explanation of material that makes it easier for students to understand. When viewed in terms of up-to-date material, T1 reveals positive perception that the material in this book is in accordance with today's developments. However, T2 revealed negative perception that not all of the material in this book is in accordance with today's developments.

b) **Vocabulary and Structure**

The questionnaire consists of 2 questions, namely number 1-2, the researcher wants to investigate teacher perceptions regarding vocabulary and structure in textbook. The results of the T1 and T2 questionnaires can be seen as follows:

b) **Vocabulary and Structure**	
1) *Apakah kosakata yang ada di buku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks? Berikan alasannya!* (Is the vocabulary in this book presented in a simple to complex form? Give the reason!) **Answer:**	
T1	**T2**
Ya, dari simple ke kompleks, dikarenakan kita diberi kemudahan ketika memahami	*Ya,*

dialogue tetapi ke soal sudah agak kompleks.	
2) *Apakah struktur bahasa atau kalimat yang ada di buku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa? Berikan alasannya!* (Is the structure of the language or sentences in this book appropriate to the student's level of ability and in accordance with the development of student knowledge? Give the reason!) **Answer:**	

T1	T2
Sesuai tetapi karena siswa dalam bahasa inggris kosakatanya sangat kurang jadi siswa juga tidak bisa ikuti perkembangan	*Ya,*

The results of the questionnaire show that T1 and T2 have positive perception that this textbook present vocabulary that is presented from simple to complex forms. T1 added that the dialog in textbook is easy to understand, but if you move on to practice the questions are complex. T1 and T2 also have positive perception that the structure of language or sentences in textbook is in accordance with the level of ability and

development of students' knowledge. However, T1 has negative perception that when students find it difficult to keep up with developments due to a lack of English vocabulary.

c) **Exercise**

The questionnaire consists of 4 questions, namely numbers 1-4, the researcher wants to investigate the teacher's perceptions regarding the exercise in textbook. The results of the T1 and T2 questionnaires can be seen as follows:

c) **Exercise**
1) *Apakah latihan yang ada di buku ini dapat meningkatkan pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada? Berikan alasannya!* (Can the exercises in this book increase understanding and test students regarding the main ideas of each material? Give the reason!) **Answer:**

T1	T2
Sebenarnya buku ini dapat meningkatkan pemaham tetapi karena kurangnya vocabulary jadi belum makasimal meningkatkan pemahaman siswa	*Ya, setiap latihan dirancang agar siswa menguasai setiap materi*

2) *Apakah latihan yang ada di buku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa? Berikan alasannya!* (Can the exercises in this book improve students' abilities, vocabulary, and language? Give the reason!)

Answer:

T1	T2
Bisa sedikit demi sedikit tetapi tetap dibantu oleh bp/ibu guru	*Ya, karena Sebagian besar siswa kurang dalam kosakata, jadi mau tidak mau harus mencari artinya*

3) *Apakah pertanyaan di setiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif? Berikan alasannya!* (Are the questions in each exercise in this book able to test students communicatively? Give the reason!)

Answer:

T1	T2
Ya, dikarenakan dalam buku ini banyak dialoguenya dan juga gambarnya juga berwarna	*Ya, memang latihannya langsung berkomunikasi dengan teman, akan tetapi guru harus menjelaskan lebih panjang agar siswa mengerti.*

4) *Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa? Berikan alasannya!* (Are the exercise activities in this book presented realistically and can develop student communication? Give the reason!)
Answer:

T1	T2
Ya, dapat mengembangkan komunikasi sedikit demi sedikit	*Ya, secara tidak langsung mereka kemampuan komunikasinya meningkat*

The results of the questionnaire show that T1 and T2 have positive perception that the exercises in textbook can increase understanding and test students according to the existing material. T2 also added that every exercise in textbook is designed so that students can master every material presented. But T1 said that the lack of student vocabulary made the students' understanding of the material less than optimal. T1 also revealed that this textbook exercise could slightly improve students' abilities, vocabulary and language. But T1 also added that students still have to be assisted by the teacher. T2 also believes that textbook training can improve students' abilities, vocabulary and language. This is because some students are

lacking in understanding vocabulary. So, when students try to find the meaning of the word, it can indirectly increase students' understanding. T1 and T2 have the same positive perception that this textbook exercise can test students communicatively. T1 argues that this TB presents lots of dialogue accompanied by colourful images. T2 also added that if the TB training directly communicated with friends, indirectly this could test students communicatively. But T2 added that the teacher still has to explain it over and over again so that students understand. T1 and T2 also argue that the textbook training activities are presented realistically and can develop student communication.

d) Illustration

The questionnaire consists of 3 questions, namely number 1-3, the researcher wants to investigate the teacher's perception regarding the illustration in textbook. The results of the T1 and T2 questionnaires can be seen as follows:

d) Illustration
1) *Apakah buku ini menyajikan tampilan yang menyenangkan? Berikan alasannya!* (Does this book present a pleasant display? Give the reason!)   **Answer:**

T1	T2

Ya, dikarenakan dialogue bergambar jadi memudahkan anak	*Ya, disertai gambar ilustrasi yang menarik dengan nama-nama tokoh familiar*

2) *Apakah ilustrasi yang ada di buku ini disajikan secara jelas dan meningkatkan pemahaman siswa? Berikan alasannya!* (Are the illustrations in this book presented clearly and increase student understanding? Give the reason!)

Answer:

T1	**T2**
Ya, dikarenakan ketika ada dialogue antara a dan b ada gambar disertai apa yang mereka tanyakan	*Ya, karena setiap ilustrasi memberikan contoh aplikasi materi dalam kehidupan sehari-hari*

3) *Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku? Berikan alasannya!* (Does this book present illustrations that are clear, simple, attractive and in accordance with the contents of the book? Give the reason!)

Answer:

T1	**T2**

Ya, dibuku ini banyak gambar berwarna dengan kalimat dialogue yang mudah	*Ya, seperti yang tercetak dibuku ini terlihat jelas, simple, dan menarik*

The results of the questionnaire show that T1 and T2 have positive perception that textbook presents a pleasant illustrative appearance. T1 argues that this textbook is accompanied by an illustrated dialogue that can make it easier for students. T2 also added that textbook is accompanied by interesting illustrations accompanied by the names of familiar characters. T1 and T2 also reveal if the illustrations on textbook are presented clearly and can increase student understanding. T1 also added that this textbook presents dialogue accompanied by images. This can indirectly increase student understanding. T2 also believes that each illustration provides an example of the application of the material in everyday life. T1 and T2 also said that textbook presented illustrations that were clear, simple, attractive and in accordance with the contents of the book. T1 also added that this textbook presents lots of colour images accompanied by easy dialogue.

e) **Physical Appearance**

The questionnaire consists of 3 questions, namely number 1-3, the researcher wants to investigate the teacher's perception

regarding physical appearance in textbook. The results of the T1 and T2 questionnaires can be seen as follows:

e) **Physical Appearance**	
1) *Apakah sampul pada buku ini menyajikan gambar yang menarik? Berikan alasannya!* (Does the cover of this book present an interesting image? Give the reason!) **Answer:**	
T1	**T2**
Ya, dikarenakan warna dari sampul ini berwarna merah	*Ya,*
2) *Apakah tulisan dan gambar yang ada di buku ini menarik perhatian pembaca? Berikan alasannya!* (Do the text and pictures in this book grab the reader's attention? Give the reason!) **Answer:**	
T1	**T2**
Ya, dikarenakan dengan adanya tulisan di gambar memudahkan anak memahami	*Ya,*
3) *Apakah ukuran buku ini sesuai dengan kebutuhan siswa? Berikan alasannya!* (Is the size of this book appropriate to the needs of students? Give the reason!)	

Answer:	
T1	**T2**
Ya, sesuai dengan kebutuhan siswa di karenakan tidak terlalu kecil dan tidak terlalu besar	*Ya,*

The results of the questionnaire show T1 and T2 have positive perception that this textbook presents an attractive cover image. T1 thought that the red colour on the textbook cover added to the reader's appeal. T1 added that the writing on the pictures on textbook could increase students' understanding. In terms of the suitability of the size of textbook with the needs of students T1 and T2 have positive perception that this textbook is in accordance with the needs of students. T1 also added that this book fits the needs of students because the textbook size is not too small and not too big.

2) **Factors that Influence Teachers' Perception**

To answer the second problem formulation, the researcher gave fifteen questions related to the factors that influence the teacher's perception of the textbook used based on the theory of Rosyida (2016). This theory contains seven aspects of factors including personal experience, need, situation, students' ability, interest, workshop/training, and references. Based on the interview results,

each teacher has different perceptions regarding the factors that influence teachers' perception of textbook. This is in accordance with the results of the questionnaire below:

a) **Personal Experience**

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence teacher perceptions regarding personal experience.

a) **Personal Experience**	
1) *Berapa lama Anda mulai mengajar? Berikan Penjelasan!* (How long did it take you to start teaching? Give Explanation!) **Answer:**	
T1	**T2**
20 tahun	*4,8 tahun*
2) *Dimana Anda mengajar? Berikan Penjelasan!* (Where do you teach? Give Explanation!) **Answer:**	
T1	**T2**
Dulu sebelum di SMP 3 Kartasura saya mengajar di SD N Kartasura 06 Tahun 2003-2021. Di SMP 3 tahun 2021 sampai sekarang	*SMP N 3 Kartasura*

3) *Apa yang Anda ajarkan? Berikan Penjelasan!* (What do you teach? Give Explanation!) **Answer:**	
T1	**T2**
Materi Bahasa Inggris kelas 7 dan 8	*Bahasa Inggris*

Based on the results of a questionnaire related to one of the factors that influence the use of textbook in the personal experience aspect, T1 and T2 have different backgrounds. T1 revealed that T1 had been teaching for 20 years. However, at the beginning of teaching, T1 taught in elementary school and just started teaching at SMP N 3 Kartasura in 2021-present. Unlike T2, T2 has been teaching at SMP N 3 Kartasura for 4.8 years. T1 and T2 also teach English subjects for grades 7 and 8.

b) **Need**

This section consists of 2 questions, namely numbers 1-2, the researcher wants to find out the factors that influence teacher perceptions regarding aspects of need.

b) **Need**
1) *Apakah buku ini sesuai dengan kebutuhan siswa? Berikan Penjelasan!* (Is the textbook used in accordance with the needs of students? Give Explanation)

Answer:	
T1	**T2**
Sesuai dikarenakan kalimat sederhana dan banyak gambar tetapi satu sisi menyulitkan di karenakan tidak ada penjelasan materi yang di ajarkan	*Untuk pengambaran materi secara singkat buku ini sesuai, akan tetapi penjelasan materi bagi siswa yang kurang paham sangat terbatas*
2) *Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini? Berikan Penjelasan!* (Is the textbook used in accordance with the curriculum used in this school? Give Explanation!) **Answer:**	
T1	**T2**
Ya sesuai	*Sesuai*

Based on the results of the questionnaire related to one of the factors that influence the use of books in the aspect of need, T1 and T2 are both of the opinion that TB is suitable for students' needs. However, T1 and T2 added that the material in textbook was not presented clearly, which made it difficult for students to understand the content of the material. T1 and T2 also think that textbook is in accordance with the curriculum used in this school.

c) Situation

This section consists of 2 questions, namely numbers 1-2, the researcher wants to find out the factors that influence the teacher's perception regarding the situation aspect.

c) Situation

1) *Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran?* (How are the situations and conditions of students when learning in class? Especially when using textbook?) **Answer:**

T1	T2
Anak sangat antusias dan kondusif	*Cukup antusias*

2) *Bagaimana situasi dan kondisi pembelajaran di sekolah ini?* (How is the situation and condition of learning in this school?) **Answer:**

T1	T2
Untuk kelas yang saya ajar alhamdulillah kondusif	*Pembelajaran berjalan dengan baik*

Based on the results of the questionnaire regarding one of the factors that influenced the use of books in the situation aspect,

T1 and T2 both believed that the situation and conditions of students when studying in class, especially when using textbook, were very enthusiastic and conducive. T1 and T2 also believed that the learning situation and conditions in this school were also running well and conducive.

d) Students' Ability

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence teacher perceptions regarding aspects of students' abilities.

d) Students' Ability

1) *Apakah buku ini sesuai dengan kemampuan siswa? Berikan Penjelasan!* (Does this textbook suit the students' abilities? Give Explanation!) **Answer:**	
T1	**T2**
Sebenarnya sesuai tetapi dikarenakan kurangnya vocabulary tetap kesulitan untuk anak	*Kurang, banyak siswa yang masih kurang dalam kosakata*
2) *Apakah materi dalam buku ini sesuai dengan kemampuan siswa? Berikan Penjelasan!* (Is the material in this textbook appropriate to the students' abilities? Give Explanation!) **Answer:**	

T1	T2
Ya sesuai walaupun untuk penjelasan guru harus mencari referensi dari buku lain	*Kurang sesuai, karena minimnya penjabaran materi secara lengkap*

3) *Apakah latihan dalam buku ini sesuai dengan kemampuan siswa? Berikan Penjelasan!* (Are the exercises in this textbook appropriate to the students' abilities? Give Explanation!)

Answer:

T1	T2
Sesuai	*Kurang sesuai, dengan kondisi siswa yang seperti ini perlu dijelaskan berkali-kali agar paham instruksi*

Based on the results of a questionnaire related to one of the factors influencing the use of textbook in the aspect of students' abilities, T2 revealed that textbook was not suitable for students' abilities because many students lacked vocabulary. T1 also added that actually this textbook was in accordance with the students' abilities but the lack of vocabulary for students made it difficult for them. T2 also revealed that the material in textbook was not in accordance with the students' abilities due to the lack

of a complete explanation of the material. This is in accordance with the opinion of T1 that textbook is in accordance with the abilities of students even though the teacher has to look for reference material from other books. T1 reveals if the exercises in this book are in accordance with the students' abilities. However, T2 thought that the textbook training was not suitable for the conditions of students at this school where students had to be given explanations repeatedly to understand the instructions given.

e) **Students' Interest**

This section consists of 3 questions, namely numbers 1-3, the researcher wants to find out the factors that influence teacher perceptions regarding aspects of students' interest.

e) **Students' Interest**	
1) *Apakah siswa tertarik dan senang belajar di kelas? Berikan Penjelasan!* (Are students interested and enjoy learning in class? Give Explanation!) **Answer:**	
T1	**T2**
Ya senang dikarenakan dari awal sudah suka B. Inggris walaupun tidak begitu paham artinya	*Ya,*

2) *Apakah siswa senang menggunakan buku ini? Berikan Penjelasa!* (Are students enjoy using the textbook? Give Explanation!) **Answer:**	
T1	**T2**
Ya, dikarenakan banyak gambar dan berwarna	*Ya,*
3) *Apakah siswa aktif saat melaksanakan pembelajaran di kelas? Berikan Penjelasan!* (Are students active when carrying out learning in class? Give Explanation! **Answer:**	
T1	**T2**
Ya, banyak bertanya walaupun tidak terlalu tahu artinya	*Ya,*

Based on the results of a questionnaire related to one of the factors influencing the use of textbook in the aspect of students' abilities, T1 stated that actually textbook is in accordance with students' abilities, but the lack of vocabulary makes students still have difficulty understanding this book. T2 also added that textbook was not suitable because many students lacked vocabulary. T2 also believes that the material in textbook is not

suitable for students' abilities due to the lack of a complete description of the material. T1 also added that if the material in this TB actually matches the students' abilities, the teacher must look for additional references from other textbook. In terms of practice, T1 reveals if textbook is in accordance with the students' abilities. However, T2 revealed that this textbook was not suitable for the conditions of the students at this school. This is because students must be given explanations repeatedly in order to understand the instructions.

f) Workshop/Training

This section consists of 1 question where the researcher wants to find out the factors that influence teacher perceptions regarding aspects of the workshop/training.

f) Workshop/Training	
1) *Apakah guru mengikuti pelatihan/workshop yang berkaitan dengan textbook? Berikan Penjelasan!* (Does the teacher attend training/workshops related to the textbook? Give Explanation!) **Answer:**	
T1	**T2**
Ya, MGMP tetapi jarang dikarenakan biasanya sudah dibuatkan	-

Based on the results of a questionnaire related to one of the factors that influence the use of books in the workshop/training aspect, T1 believes that T1 attends MGMP meetings, but in these meetings they rarely discuss textbook. This is in accordance with why T2 wrote if T2 did not attend textbook-related workshops/training.

g) References

This section consists of 1 question where the researcher wants to find out the factors that influence teacher perceptions regarding aspects of references.

g) References	
1) *Apakah guru menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan? Berikan Penjelasan!* (Does the teacher use additional learning references besides the textbook? If yes, what was used!) **Answer:**	
T1	**T2**
Ya, Buku Mandiri dan LKS. Dikarenakan buku yang dipakai sekarang tidak menyertakan materi – materi tetapi hanya dialog dan latihan.	*Ya,*

Based on the results of the questionnaire related to one of the factors that influence the use of books in the aspect of references, T1 and T2 both use additional learning references besides textbook. T1 added that T1 used Mandiri and LKS book to complete textbook. This is because textbook does not include learning materials but only presents dialogues and exercises.

B. Discussions

The results of the data analysis are interviews and questionnaires. The researcher found that there was no significant difference in the teachers' perception toward the use of the textbook in learning English in second grade at SMP N 3 Kartasura. In this research, the teachers perceive the textbook positively according to the good aspects of the textbook theory expressed by Celce-Murcia (2001). Aspects of a good textbook include subject matter, vocabulary and structure, exercise, illustration, and physical appearance. The researcher also found that there was no significant difference in the factors that influenced the teacher perception toward the use of the textbook. According to Rosyida (2016), there are several factors that influence teachers' perceptions regarding the use of textbook, namely personal experience, need, situation, students' abilities, students' interests, workshops/training, and references.

The researcher found that teachers also have different perceptions about subject matter where teachers have different views regarding the up-to-datedness of textbook material with current developments. From the subject matter aspect, teachers also have different perceptions that the

material in this book does not suit the needs of the students at this school. Differences in perception are also found in aspects of the vocabulary structure in the textbook where the language or sentences in the textbook are not in accordance with the level of ability and development of students. From the aspect of physical appearance, teachers also have different opinions if the size of this textbook does not suit students' needs. It was proven by the interview and questionnaire that was done by the researcher. From the results of interviews and questionnaires, the researcher also found that there were several factors that influenced teachers' use of textbook in this school.

It is important to discuss the results of research to answer the existing problem formulation. In accordance with what has been discussed in chapter 1, there are two problem formulations to be discussed in this study. The two questions in the problem formulation are "What are teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura" and What are the factors that influence teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura". Both of these questions can be answered based on interview and questionnaire data. Based on the results of the interviews and questionnaires, the researcher found that even though this textbook is an obligatory textbook, teachers prefer to use other reference textbook to support learning English at this school.

Based on the first problem formulation, the two English teachers perceive the textbook positively in several aspects. However, based on the results of interviews and observations, the researcher also found that there were several aspects that made this textbook difficult to use in this school. Nonetheless, T1 and T2 also perceive the textbook positively. Based on the results of the interviews and questionnaire the teacher's positive perception can be seen as follows: 1) Subject matter, in this aspect it can be concluded that T1 and T2 both perceive that this textbook is in accordance with the curriculum in this school. The subject matter in the textbook must be appropriate and follow the curriculum used (Celce-Murcia 2001). In addition, T1 and T2 also have the perception that the learning materials for textbook present learning materials that are logical and systematic. 2) Vocabulary structure, in this aspect it can be concluded that T1 and T2 both perceive that the vocabulary in textbook is presented from simple to complex forms. However, in terms of the suitability of language or sentence structure in textbook, only T1 perceives that this is in accordance with the level of students' abilities, even though not all students have the maximum ability to understand vocabulary. 3) Exercise, in this aspect T1 and T2 both perceive that the exercises in textbook can improve and test students' understanding of the material presented. T1 and T2 also perceive that the exercises in textbook can improve students' vocabulary and language skills. Not only that, T1 and T2 also perceive that questions in each exercise in textbook can also test students communicatively. According to T1 and T2 the exercise activities in textbook are also presented realistically and can

develop student communication. 4) Illustration, in this aspect, T1 and T2 both perceive that textbook presents a pleasant display and presents clear illustrations and can increase student understanding. T1 and T2 also perceive that the illustrations on textbook are presented in a clear, simple, attractive and in accordance with the contents of the textbook. 5) Physical appearance, in this aspect, T1 and T2 both perceive that this textbook presents cover displays, images and writing that attract the reader's attention.

From the results of interviews and questionnaires, researchers also found that teachers had negative perceptions regarding textbook. This can be seen as follows: 1) Subject matter: in this case, T1 and T2 reveal that even though the material in textbook is appropriate, in fact this textbook does not present a complete explanation of the material and directly presents the application of the exercise. This is in accordance with the opinion of T2 if the condition of students in this junior high school is still lacking in terms of vocabulary. This causes the teacher to look for additional material and guide students until students understand the topics discussed. According to Celce-Murcia (2001) textbook must present subject matter that fits the needs of students. In terms of subject matter, T2 also revealed that not all of the material in textbook is up-to-date and in accordance with current developments. T2 added that textbook still presents invitation materials in the form of envelopes, even though in the current era, many invitations are presented in digital form or through applications. So, this is not in accordance with current developments. Yet according to Celce-Murcia

(2001) the subject matter in textbook should be presented in an up-to-date manner and in accordance with current developments. 2) Vocabulary and Structure, T1 reveals if the structure of language or sentences in textbook is in accordance with the level of ability and development of students' knowledge. However, T1 and T2 said that if you look at the condition of the students at this school, the teacher must give explanations repeatedly so that students can understand. T1 also added that the limited vocabulary of students caused delays in the development of students' knowledge. In fact, according to Celce-Murcia (2001) the vocabulary and structure in the textbook should be in accordance with the level of ability and development of students' knowledge. So that students can more easily understand what is presented in the textbook. 3) physical appearance, in this aspect T2 reveals if the size of the textbook is a bit too big and thick so that it makes students object. In fact, according to Celce-Murcia (2001) the textbook should have a size that fits the needs of students. So, this can minimize the shortcomings of the textbook in terms of physical appearance, especially in terms of size.

Based on the second formulation of the problem, there are several factors that influence the teacher's use of textbook in this SMP. Based on the results of the questionnaire and the questionnaire, the factors that influence the teacher's use of the textbook at this school include: 1) personal experience, based on the results of the study, this factor does not really affect the use of the textbook at this school. Even though T1 and T2 have different teaching experiences, T1 and T2 have the same views regarding the use of textbook in this school. 2) need, from the results of interviews and

questionnaires this factor is thought to influence teachers' perceptions of using textbook because T1 and T2 both perceive that the material on textbook actually fits the needs of students in this school. However, T1 and T2 both stated that this textbook did not present a summary of the material and immediately presented the application of the exercise. This makes the teacher must choose a textbook that suits the needs of students and of course in accordance with the existing curriculum (Rosyida 2016). The need factor greatly influences the teacher's perception of using the textbook because the teacher must adjust the main needs of his students so as not to make it difficult for students when learning. 3) situation, based on the presentation of T1 and T2 this factor is also considered capable of influencing the teacher's perception of using the textbook. T1 and T2 are of the view that the learning situations and conditions are going well and in accordance with the learning objectives. Not only that, students also enjoy participating in class learning, especially in using textbook. This is in accordance with what was expressed by Rosyida (2016) if the situation and conditions of the student learning environment also affect the teacher's view of textbook use. 4) students' ability, from the research results this factor is also one of the factors that influence the use of textbook in this school. From the results of the study, it was found that the use of textbook cannot be separated from the students' abilities in this school. T1 and T2 reveal that textbook is not in accordance with the abilities of students at this school. This is because this textbook directly presents the application of exercises starting from practice and speaking. Based on what was explained by T1 and T2, it was revealed

that students at this junior high school were still lacking in vocabulary skills. So that this prevents students from being able to understand the material in this book, this makes the teacher have to provide repeated explanations so that students can follow the instructions given. Textbook should be able to present learning materials and exercises in accordance with students' abilities so that students can understand the content in the textbook (Rosyida 2016). Students' ability is a crucial factor because no matter how good the textbook is given, if it is not in accordance with the students' abilities, then it will not meet the planned learning targets and objectives. 5) students' interest, the findings show that students' interest also influences the teacher's perception of using the textbook. T1 and T2 explain if students are happy and interested when participating in learning in class. T1 and T2 also stated that this book presents interesting pictures. So, this is in accordance with Rosyida (2016) that students' interest is one of the factors that influence teachers' perceptions of using textbook. Students' interest can help teachers perceive the textbook used and can help teachers determine students' interests. 6) workshop/training, the results of the study show that this factor is not a factor that greatly influences the teacher's perception of the textbook. T1 and T2 revealed that they had never attended and attended workshops/training related to textbook. Yet according to Rosyida (2016), attending workshops/training can help teachers determine suitable textbooks for their students. 7) references, from the findings this factor is also one of the factors that influence teachers' perceptions of using textbook. From the results of the interviews and questionnaires it was found that the

teacher used additional learning references other than this textbook. T1 and T2 revealed that textbook did not present a summary explanation of the material. So, the teacher must use additional references to support learning activities. This textbook only presents questions and reasoning exercises where this is not in accordance with the abilities of students in this school. References are a factor that can help teachers in applying the textbook (Rosyida 2016). Not only that, if the teacher does not use an additional textbook, learning activities will not run optimally if textbook is only one source of learning.

CHAPTER V

CONCLUSIONS

A. Conclusion

In the first chapter of this research, there are two research objectives that we already know. They are to investigate teachers' perceptions and to find out the factors that influence teachers' perception toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura. The conclusions in this study can be presented as follows:

1. Teachers' perceptions toward the use of textbook as learning media in teaching English for the second-grade students of SMP N 3 Kartasura.

   Based on the results of interviews and questionnaires, it can be concluded that the teacher perceives the use of the textbook positively. However, the teacher also gave some negative perceptions regarding the use of this textbook when learning English. Based on the results of the teacher's positive perception research, it can be presented as follows: (a) The subject matter contained in this textbook is in accordance with the curriculum and is presented logically and systematically; (b) The vocabulary and structure in this textbook have been presented from simple to complex forms and the existing language/sentence structure is appropriate to the student's ability level even though it requires repeated explanations; (c) The exercises in this textbook are presented realistically and can improve and test students' understanding in terms

of material, developing student communication, student vocabulary and language; (d) The illustrations in this textbook are presented in a fun, clear, simple, interesting way and can improve students' understanding; (e) The physical appearance of this textbook has also presented a display of covers, pictures and writing that attracts the reader's attention.

From some of the teacher's positive perceptions regarding the use of the textbook, the teacher also perceives that this book has several negative aspects, these include: (a) subject matter: the textbook does not present a complete explanation of the material and directly presents the application of exercises. So, this makes the teacher have to look for additional material and give instructions repeatedly so that students can understand. Not only that, the textbook presents some material that is not up-to-date or not in accordance with today's developments; (b) vocabulary and structure: the structure of language and sentences in the textbook does not match the level of ability and development of students at this school, especially in terms of vocabulary mastery; (c) physical appearance: this textbook is too big and thick so it can be burdensome for students.

2. Factors that influence teachers' perceptions toward the use of textbook as learning media in teaching English for the second grade students of SMP N 3 Kartasura

Based on the results of interviews and questionnaires, the researcher found that there were several factors that influenced teachers' perceptions of using textbook at this school, especially in the second

grade. There are seven factors that affect teachers' perceptions of using textbook, when these factors include: (a) personal experience: teachers have different teaching experiences but this does not affect textbook use; (b) need: the material in this textbook corresponds to the needs of students at this school even though the textbook is not equipped with an explanation of the material; (c) situation: the situation and conditions of learning at this school are going well, especially when using textbook; (d) students' abilities: this textbook is not in accordance with the abilities of students at this school, especially in terms of vocabulary; (e) students' interest: this textbook presents an attractive appearance so that it adds to the attractiveness of students while studying; (f) workshop/training: T1 and T2 had never attended workshops/training related to textbook (g) references: the teacher uses additional references other than this textbook to support learning activities so that they run well.

B. Suggestions

The researcher believes that this research still contains some errors and deficiencies. Therefore, the researcher suggests that if this researcher is researching the same topic, the researcher should pay more attention to crucial matters starting from limiting the research to the particular textbook to be studied. The researcher also hopes that the teacher can maximize the use of this textbook considering the many advantages contained in the book even though it has to be combined with an additional textbook. Researcher hope that this book can improve students' understanding and can be a supporting facility when learning English.

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APPENDIX 1

INTERVIEW

SHEET &

QUESTIONNAIRE

SHEET

INTERVIEW SHEET

Teacher :

Age :

Date / Time :

Teachers perception based on Celce-Murcia (2001)	Questions
a. Subject Matter	1. *Apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini?*
	2. *Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis?*
	3. *Apakah materi yang ada dibuku ini sesuai dengan kebutuhan para siswa?*
	4. *Apakah materi yang ada dibuku ini up-to-date dan sesuai dengan perkembangan zaman sekarang?*
b. Vocabulary and Structure	1. *Apakah kosakata yang ada dibuku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks?*
	2. *Apakah struktur bahasa atau kalimat yang ada dibuku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa?*

c. Exercise	1. *Apakah latihan yang ada dibuku ini dapat meningkatkan pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada?*
	2. *Apakah latihan yang ada dibuku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa?*
	3. *Apakah pertanyaan disetiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif?*
	4. *Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa?*
d. Illustration	1. *Apakah buku ini menyajikan tampilan yang menyenangkan?*
	2. *Apakah ilustrasi yang ada dibuku ini disajikan secara jelas dan meningkatkan pemahaman siswa?*
	3. *Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku?*
e. Physical Appearance	1. *Apakah sampul pada buku ini menyajikan gambar yang menarik?*
	2. *Apakah tulisan dan gambar yang ada dibuku ini menarik perhatian pembaca?*
	3. *Apakah ukuran buku ini sesuai dengan kebutuhan siswa?*
Factor that influences perception towards textbook based on Rosyida (2016)	**Questions**

a. Personal Experience	1. *Berapa lama anda mulai mengajar?*
	2. *Dimana anda mengajar?*
	3. *Apa yang anda ajarkan?*
b. Need	1. *Apakah buku ini sesuai dengan kebutuhan siswa?*
	2. *Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini?*
c. Situation	1. *Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran?*
	2. *Bagaimana situasi dan kondisi pembelajaran di sekolah ini?*
d. Students' Ability	1. *Apakah buku ini sesuai dengan kemampuan siswa?*
	2. *Apakah materi dalam buku ini sesuai dengan kemampuan siswa?*
	3. *Apakah latihan dalam buku ini sesuai dengan kemampuan siswa?*
e. Students' Interest	1. *Apakah siswa tertarik dan senang belajar di kelas?*
	2. *Apakah siswa senang menggunakan buku ini?*
	3. *Apakah siswa aktif saat melaksanakan pembelajaran di kelas?*
f. Workshop/Training	1. *Apakah ibu mengikuti pelatihan/workshop yang berkaitan dengan textbook?*
g. References	1. *Apakah guru menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan*

<div align="center">**QUESTIONAIRE SHEET**</div>

Teacher :

Age :

Date / Time :

A. Teachers Perception Toward the use of Textbook

a. Subject Matter
1) Apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
2) Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
3) Apakah materi yang ada dibuku ini sesuai dengan kebutuhan para siswa? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
4) Apakah materi yang ada dibuku ini up-to-date dan sesuai dengan perkembangan zaman sekarang? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
b. Vocabulary and Structure
1) Apakah kosakata yang ada dibuku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………

2) Apakah struktur bahasa atau kalimat yang ada dibuku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa? Berikan alasannya!

Answer:

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c. Exercise

1) Apakah latihan yang ada dibuku ini dapat meningkatkan pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada? Berikan alasannya!

Answer:

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2) Apakah latihan yang ada dibuku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa? Berikan alasannya!

Answer:

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3) Apakah pertanyaan disetiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif? Berikan alasannya!

Answer:

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4) Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa? Berikan alasannya!

Answer:

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d. Illustration

1) Apakah buku ini menyajikan tampilan yang menyenangkan? Berikan alasannya!

Answer:

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………………………………………………………………………

2) Apakah ilustrasi yang ada dibuku ini disajikan secara jelas dan meningkatkan pemahaman siswa? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
3) Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
e. Physical appearance
1) Apakah sampul pada buku ini menyajikan gambar yang menarik? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
2) Apakah tulisan dan gambar yang ada dibuku ini menarik perhatian pembaca? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………
3) Apakah ukuran buku ini sesuai dengan kebutuhan siswa? Berikan alasannya! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………

B. Factors that Influence Teachers Perception Toward the use of Textbook

a. Personal Experience
1) Berapa lama Anda mulai mengajar? Berikan Penjelasan! **Answer:** ……………………………………………………………… ……………………………………………………………… ………………………………………………………………

2) Dimana Anda mengajar? Berikan Penjelasan! **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
3) Apa yang Anda ajarkan? Berikan Penjelasan! **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
b. Need
1) Apakah buku ini sesuai dengan kebutuhan siswa? Berikan Penjelasan! **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
2) Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini? **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
c. Situation
1) Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran. **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
2) Bagaimana situasi dan kondisi pembelajaran di sekolah ini? **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
d. Students' Ability
1) Apakah buku ini sesuai dengan kemampuan siswa? Berikan penjelasan! **Answer:** ………………………………………………………………… ………………………………………………………………… …………………………………………………………………

2) Apakah materi dalam buku ini sesuai dengan kemampuan siswa? Berikan penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………
3) Apakah latihan dalam buku ini sesuai dengan kemampuan siswa? Berikan penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………
e.   Students' Interest
1) Apakah siswa tertarik dan senang belajar di kelas? Berikan Penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………
2) Apakah siswa senang menggunakan buku ini? Berikan Penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………
3) Apakah siswa aktif saat melaksanakan pembelajaran di kelas? Berikan Penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………
f.   Workshop/Training
1) Apakah guru mengikuti pelatihan/workshop yang berkaitan dengan textbook? Berikan Penjelasan! **Answer:** …………………………………………………………………… …………………………………………………………………… ……………………………………………………………………

g. References
1) Apakah guru menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan? Berikan Penjelasan! **Answer:** ………………………………………………………………………… ………………………………………………………………………… …………………………………………………………………………

APPENDIX 2

INTERVIEW

TRANSCRIPT &

QUESTIONNAIRE

ANSWER

Interview with T1

Teacher : Eva Noviyanti, S.Pd

Age : 43 Tahun

Date / Time : March 27th, 2023

R : *"Sebelumnya terimakasih njih bu sudah meluangkan waktunya dalam interview kali ini. Saya akan menanyakan beberapa hal terkait persepsi guru terhadap materi pelajaran, kemudian vocabulary dan structure, latihan yang ada di buku, ilustrasi/tampilan yang ada di buku, dan kemudian tampilan fisik buku ini. Saya juga akan menanyakan beberapa hal terkait factor yang mempengaruhi guru terhadap penggunaan buku ini"*

T1 : *"Iya mbak, saya akan menjawab pertanyaan berdasarkan buku ini"*

R : *"Baik bu. Untuk pertanyaan yang pertama terkait materi pembelajaran pada buku ini. Menurut ibu apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini njih bu?"*

T1 : "Kalau dilihat lihat sesuai ya mbak, *buku ini sesuai dengan kurikulum di sekolah ini mbak dan juga KI dan KD nya juga sesuai"*

R : *"Menurut ibu Eva, buku ini menyajikan materi pembelajaran yang logis dan sistematis atau tidak njih bu?"*

T1 : *"Menurut saya logis karena buku ini mudah dipahami dan juga ada banyak gambar-gambar, kalimatnya juga ngak begitu susah kok dan susunannya juga sistematis, Cuma disini kita harus menerka sendiri mba karena ngak ada ringkasan materinya sehingga untuk siswa yang tidak banyak kosakata yaa kesulitan*

R : *"Oh begitu njih bu. Untuk materi yang ada di buku ini apakah sesuai dengan apa yang dibutuhkan siswa atau tidak njih bu?"*

T1 : *"Sesuai mbak, cuman disini tidak ada penjelasan materinya mbak jadi kita harus nyari sendiri. Kebanyakan ini langsung Latihan"*

R : *"Iya bu benar. Kira-kira menurut ibu eva untuk materi pembelajaran yanga da di buku ini up-to-date dan sesuai dengan perkembangan zaman sekarang atau bagaimana njih bu?"*

T1 : *"Sama mbak menurut saya sudah sesuai dan pas juga mbak dengan siswa sekarang karena siswa dituntut untuk berpikir kritis. Cuman yaa itu tadi mbak ringkasan materinya ngak ada. Memang baik mbak, tapi untuk siswa yang levelnya dibawah rata-rata akan bingung"*

R : *"Baik bu. Untuk yang selanjutnya, menurut bu Eva kosakata yang ada di buku ini tergolong ke bentuk simple/sederhana atau bahkan kompleks njih bu?"*

T1 : *"Kalau kosakatanya masih yang mudah ya mbak, masih mudah untuk dimengerti artinya"*

R : *"Oh berarti mudah njih bu. Kira-kira untuk susunan kalimat pada buku ini sudah disusun dari sederhana ke tingkatan yang kopleks begitu njih bu?"*

T1 : *"Iya mbak betul dari sedrhana ke yang kompleks"*

R : *"Kalau begitu, untuk struktur kalimat atau bahasa yang ada di buku ini sesuai dengan level kemampuan siswa atau bagaimana njih bu?"*

T1 : *"Sudah sesuai mbak, tapi tidak semua ya mbak soalnya ada beberapa siswa itu yang kesulitan buat mengetahui artinya, jadi harus dipandu dulu"*

R : *"Njih bu benar karena tidak semua siswa memiliki kemampuan yang sama. Untuk yang selanjutnya terkait exercise atau latihan yang ada pada buku ini apakah dapat meningkatkan pemahaman dan menuji siswa terkaid materi yang ada atau tidak njih bu?"*

T1 : *"Iya mbak, bisa meningkatkan vocabnya, meningkatkan pemahamannya"*

R : *"Njih bu, kira-kira latihan yang ada dibuku ini dapat meningkatkan kemampuan terkait vocab, bahasa siswa tidak njih bu?"*

T1 : *"Untuk itu bisa mbak tetapi pelan-pelan yaa, jadi ngak langsung bisa paham gitu, ada prosesnya"*

R : *"Untuk latihannya, kira-kira kalimat atau katanya mudah dipahami siswa atau tidak njih bu?"*

T1 : *"Mudah mba, cuman y aitu tadi ga bisa langsung bisa"*

R : *"Baik bu, kira-kira menurut ibu Eva latihan yang ada di buku ini dapat menguji siswa secara komunikatif tidak njih bu?"*

T1 : *"Kalau komunikatif bisa mbak, tapi tidak bisa langsung maksimal soalnya kadang itu ketika saya menerangkan anak-anak tidak paham dengan makna kalimatnya jadi kita ya harus menggunakan bahasa yang di mix antara Indonesia dan inggris"*

R : *"Oh begitu njih bu, menurut ibu untuk bahasa yang ada di latihan ini realistis dan dapat mengembangkan komunikasi siswa atau bagaimana njih bu?"*

T1 : *"Iya mbak realistis tapi kalau untuk pengembangan kurang begitu yaa mbak karena tidak semua siswa itu tertarik pada bahasa inggris dan backround mereka juga beda-beda sehingga kemampuan merekapun juga beda mbak"*

R : *"Baik bu, untuk yang selanjutnya menurut ibu Eva buku ini menyajikan tampilan yang menyenangkan atau tidak njih bu?"*

T1 : *"Iya mbak, karena dari gambarnya terus dialog-dialognya juga dilengkapi gambar-gambar mbak jadi lebih interaktif unuk siswa. Tampilannya juga menarik"*

R : *"Njih bu benar. Kira-kira untuk ilustrasi terutama gambar pada buku ini sudah jelas atau belum njih bu, dan apakah dapat meningkatkan pemahaman siswa tidak njih bu?"*

T1 : *"Insyallah bisa mbak tetapi mungkin siswa perlu waktu untuk memahaminya dulu baru mereka bisa mengerjakan"*

R : *"Kemudian menurut ibu Eva apakah buku ini menyajikan ilustrasi yang jelas, simple/sederhana, menarik dan sesuai dengan isi materi yang ada pada buku?"*

T1 : *"Iya mbak dan juga sesuai ya mbak, buku ini tergolong simple gitu"*

R : *"Berarti mudah dipahami begitu yaa bu. Kemudian selanjutnya dari sisi tampilan fisik pada buku ini, menurut ibu apakah sampul yang ada dibuku ini menarik untuk pembaca?"*

T1 : *"Buku ini menarik ya mbak, warnanya juga cerah yaa jadi menambah ketertarikan siswa"*

R : *"Njih bu, kira-kira untuk tulisan dan gambar yang ada pada buku ini dapat menarik perhatian pembaca atau tidak njih bu?"*

T1 : *"Menarik mbak karena kan ini banyak gambarnya ya terus ada warnanya juga kemudian juga da gambar orang-orang nya tulisannya juga mudah dibaca, jadi inyallah bisa mbak"*

R : *"Baik bu, kira-kira dari segi ukuran buku ini sudah sesuai dengan kebutuhan siswa atau tidak njih?"*

T1 : *"Sudah sesuai mbak menurut saya"*

R : *"Baik bu. Untuk yang selanjutnya terkait factor yang mempengaruhi persepsi guru terhadap textbook. Untuk yang pertama dalam aspek personal experience. Bu Eva mulai mengajar itu sejak kapan njih bu?"*

T1 : *"Kalau mengajar saya sudah 20 tahun mbak. Dulu say aitu mengajar di SD kemudian di SMP ini baru masuk di tahun 2021 bulan Februari"*

R : *"Njih bu, untuk selanjutnya bu Eva di sekolah ini mengajar apa njih?"*

T1 : *"Mengajarnya bahasa inggris mbak, saya mengajar di kelasnya 7 sebanyak 3 kelas dan kelas 8 sebanyak 4 kelas"*

R : *"Untuk pertanyaan yang selanjutnya, kira-kira buku ini sesuai dengan kebutuhan siswa atau tidak njih bu?"*

T1 : *"Seperti yang saya sampaikan tadi mbak, sesuai cuman buku ini tidak menyajikan ringkasan materi jadi saya harus nambah-nambahin sendiri"*

R : *"Njih bu, untuk buku ini apakah sudah sesuai dengan kurikulum yang ada di sekolah ini atau tidak njih bu?"*

T1 : *"Sudah sesuai mbak bahkan juga sesuai dengan silabus"*

R : *"Baik bu, untuk yang selanjutnya bagaimana situasi dan kondisi siswa saat pembelajaran terutama saat menggunakan buku?"*

T1 : *"Sebenernya siswa itu senang mbak saat belajar cuman kadang itu ada siswa yang kurang memahami makna kata atau kalimat dalam bahasa inggris. Seringkali mereka bertanya bu ini sebenarnya apaya artinya. Jadi itu yang kadang menghambat kegiatan pembelajaran"*

R : *"Berarti alhamdulillah siswanya enjoy ya bu, kira-kira menurut bu Eva kondisi dan situasi pembelajaran disekolah ini bagaimana njih bu?"*

T1 : *"Untuk hal itu sudah sesuai dengan harapan kita mbak"*

R : *"Baik bu, untuk textbook disini apakah sudah sesuai dengan level kemampuan siswa?"*

T1 : *"Sudah sesuai mbak, cuman ya itu tadi ada beberapa siswa yang tidak tau artinya mbak dan kemampuan vocabnya terbatas begitu"*

R : *"Oalah begitu njih bu, kira-kira untuk materi pembelajaran yang ada di buku ini apakah sudah sesuai dengan level kemampuan siwanya njih?"*

T1 : *"Untuk materinya sudah sesuai mbak, cuman mungkin untuk vocab dan interaksinya yang agak kurang"*

R : *"Baik bu, untuk yang selanjutnya latihan yang ada di buku ini sudah sesuai dengan kemampuan siswa atau bagaimana njih?"*

T1 : *"Sudah sesuai mbak cuman siswa itu perlu dipandu dan dijelaskan berulang-ulang juga ya mbak biar mereka bisa mengerjakan"*

R : *"Menurut ibu, Apakah siswa tertarik dan senang belajar di kelas?"*

T1 : *"Senang dan tertarik mbak sejauh ini"*

R : *"Begitu njih bu, kira-kira ketika menggunakan buku ini siswa enjoy atau tidak njih bu?"*

T1 : *"Alhamdulillah siswa enjoy mbak, bukunya juga bergambar menarik gitu jadi siswa bisa enjoy dan suka"*

R : *"Baik bu, untuk selanjutnya ketika pembelajaran di kelas siswa itu aktif atau tidak njih bu?"*

T1 : *"Siswa terlihat cukup aktif ya mbak, teritama saat menjawab pertanyaan, terus maju satu-satu saat di kelas"*

R : *"Selanjutnya, apakah ibu mengikuti pertemuan/workshop yang membahas terkait buku yang digunakan tidak njih bu?"*

T1 : *"Engak ad aitu mbak, soalnya buku ya di drop langsung dari pemerintah mbak, untuk pertemuan biasanya membahas hal yang lain, tidak membahas buku"*

R : *"Oalah begitu njih bu, nah apakah saat pebelajaran di kelas bu Eva menggunakan referensi pembelajaran yang lain? jika iya apa yang ibu gunakan?"*

T1 : *"Iya mbak pakai, biasanya saya mengambil dari buku lain atau kamus begitu mbak, terus saya juga menggabung gabungkan materi di buku mandiri dan LKS begitu mbak, jadi disesuaikan dengan kebutuhan. Karena jika memakai media seperti LCD itu di sekolah ini susah mbak"*

R : *"Baik bu, sepertinya untuk semua pertanyaan sudah terjawab oleh bu Eva, terimakasih sebelumnya njih bu sudah meluangkan waktunya untuk saya"*

T1 : *"Iya mbak alhamdulillah, saya senang bisa membantu mbak"*

R : *"Njih ibu terimakasih sekali lagi"*

Interview with T2

Teacher   : **Febriana Dian Yusniati, S.Pd, M.Pd**
Age   : **28 Tahun**
Date / Time : **March 28th, 2023**

R   : *"Selamat pagi bu, sebelumnya terimakasih untuk bu Febri yang telah meluangkan waktunya pada sesi interview kali ini. Pada kesempatan kali ini saya akan menanyakan beberapa pertanyaan terkait persepsi buku yang digunakan meliputi materi pembelajaran, vocabulary dan structure buku, latihan, ilustrasi buku, dan dari sisi fisik buku. Saya juga akan menanyakan beberapa pertanyaan terkait factor yang mempengaruhi guru dalam menggunakan buku"*

T2   : *"Pagi mbak, iya mbak silahkan"*

R   : *"Baik bu untuk pertanyaan yang pertama dari segi materi pembelajaran. Menurut ibu, apakah buku ini sudah sesuai dengan kurikulum yang ada di sekolah ini?"*

T2   : *"Untuk kurikulum 2013 sesuai mbak"*

R   : *"Baik bu, menurut bu Febri apakah buku ini menyajikan materi pembeljaran yang logis dan sistematis njih bu?"*

T2   : *"Kalau sistematis dan logisnya iya mbak tapi kurang detail jadi cuman contoh-contohnya saja mbak"*

R   : *"Begitu njih bu, kira-kira untuk materi yang ada di buku ini apakah sudah sesuai dengan kebutuhan siswa belum njih?"*

T2 : *"Sebenarnya untuk materinya sesuai ya mbak tapi dengan kondisi siswa disini yang vocabnya masih kurang itu kesulitan untuk mempelajari buku ini mbak, jadi harus pelan-pelan biar siswa bisa saat pelajaran"*

R : *"Oalah begitu njih bu, menurut bu Febri dari segi materi pada buku ini apakah sudah menyajikan materi yang up-to-date sesuai dengan zaman sekarang?"*

T2 : *"Kalau hal itu ada beberapa yang kurang sesuai ya mbak yaa.. seperti pada materi undangan itu kan masi berbentuk kertas atau masih amplop, sekarangkan zaman nya digital ya mbak kita bisa mengundang lewat aplikasi atau sosial media"*

R : *"Berarti ada yang kurang begitu yaa bu, kira-kira untuk aspek vocabulary dan structure pada buku ini, menurut bu Febri vocabulary pada buku ini apakah tergolong simple atau susah njih bu?"*

T2 : *"Kalau itu ada yang simple ada yang susah mbak, cuman karena kondisi siswa yang seperti ini tetap aja semuanya harus dicari satu-satu mbak"*

R : *"Begitu njih bu, untuk penyajian vocabnya disini disajikan dalam bentuk yang sederhana ke kompleks atau sebaliknya bu?"*

T2 : *"Iya mbak, dari awal itu masil simple, contohnya percakapan itu masih mudah dipahami tapi mungkin kebelakang-kebelakang itu susah"*

R : *"Baik bu, selanjutnya terkait struktur bahasa atau kalimat pada buku ini apakah sudah sesuai dengan level kemampuan siswa njih?"*

153

T2 : *"Kalau siswa disini masi terlalu sulit mbak, mungkin mereka masi biasa saja kemampuannya. Untuk bukunya sendirikan langsung percakapan gitu, langsung ke kehidupan sosial, mereka itu ngak bisa langsung praktek gitu mbak. Jadi mereka perlu diberikan gambaran dahulu baru mereka bisa paham begitu"*

R : *"Kemudian untuk selanjutnya, apakah buku ini sudah sesuai dengan level kemampuan siswa belum njih bu?"*

T2 : *"Kalau menurut saya belum mbak, soalnya terlalu sulit harus berkali kali dijelaskan baru para siswa itu paham mbak"*

R : *"Begitu njih bu, untuk yang selanjutnya dari exercise apakah dapat meningkatkan pemahaman dan menuji siswa terkait materi yang ada atau belum njih bu"*

T2 : *"Sebenarnya bisa menguji kemampuan mereka tetapi yaitu mbak siswa itu kadang bertanya-tanya. Jadi saya harus menjelaskan berkali kali dulu baru mereka bisa paham"*

R : *"Oh perlu dipandu terlebih dahulu njih bu, kira-kira menurut bu Febri apakah latihan yang disajikan dapat meningkatkan kemampuan kosakata & skill siswa tidaj njih bu?"*

T2 : *"Iya mbak jadi kosa katanya nambah karena setiap kita ngak tau artinya kan kita mencari tahu, jadi secara langsung jug dapat menambah kosakata siswa mbak"*

R   : *"Njih bu. Untuk yang selanjutnya, apakah setiap pertanyaan pada latihan dapat menguji siswa secara realistis dan dapat menguji siswa secara komunikatif atau tidak njih bu?"*

T2   : *"Iya mbak, karena latihan atau tugas-tugas yang ada di buku ini langsung praktik dengan teman mbak, mereka langsung komunikasi dengan temannya, tetapi ya itu tadi mbak siswa harus dipandu dulu biar paham"*

R   : *"Oh begitu njih bu. Menurut pandangan ibu apakah buku latihan yang ada di buku ini disajikan secara realistis dan dapat menguji siswa secara komunikatif?"*

T2   : *"Iya mbak dan komunikasi siswa secara tidak langsung juga berkembang"*

R   : *"Untuk yang selanjutnya dari segi ilustrasi buku, menurut bu Febri apakah buku ini menyajikan tampilan yang menyenangkan atau bagaimana njih bu?"*

T2   : *"Menyenangkan mbak, karena banyak gambar-gambar yang menarik perhatian siswa"*

R   : *"Kira-kira untuk ilustrasi yang ada di buku ini apakah sudah disajikan secara jelas dan dapat meningkatkan pemahaman siswa atau belum njih bu?"*

T2   : *"Sudah jelas mbak, kalau dikatakan meningkatkan ya meningkatkan yaa mbak tetapi yaa itu tadi mbak, kosakata atau vocab nya harus di beri tahu satu-satu dulu baru siswa itu paham"*

R : *"Untuk yang selanjutnya, menurut bu Febri apakah buku ini menyajikan ilustrasi yang simple, kemudian menarik dan sesuai dengan materi njih bu?"*

T2 : *"Sudah sesuai mbak dan jelas mbak, cuman ya itu tadi siswa perlu dibantu lagi biar paham"*

R : *"Baik bu, dari segi tampilan fisik buku menurut ibu febri apakah sampul buku inimenyajikan gambar yang menarik untuk siswa njih?"*

T2 : *"Iya mbak dari gambar dan tampilan covernya menarik"*

R : *"Dari segi gambar dan tulisan, menurut ibu Febri menarik perhatian pembaca njih bu?"*

T2 : *"Iya mbak soalnya gambarnya beraneka macam dan jelas sehingga tidak monoton"*

R : *"Untuk yang selanjutnya, dari segi ukuran buku kira-kira sesuai dengan kebutuhan siswa atau tidak njih bu?"*

T2 : *"Kalau menurut saya agak terlalu besar dan tebal yaa mbak jadi mungkin siswa keberatan"*

R : *"Baik bu, untuk yang selanjutnya saya akan menanyakan beberapa pertanyaan terkait factor yang mempengaruhi persepsi guru terhadap buku. Untuk yang pertama bu Febri mulai mengajar dari sejak kapan njih?"*

T2 : *"Kalau di SMP ini mulai dari 2018 mbak, karena sebelum saya mengajar disini saya mengajar di SD"*

R : *"Baik bu, untuk yang selanjutnya dimana ibu mengajar dan apa subjek yang ibu ajarkan?"*

T2 : *"Yaa saya mengajar di SMP 3 ini mbak, disini saya mengampu mata pelajaran Bahasa Inggris di kelas 7 dan 8, untuk kelas 7 saya mengampu 4 kelas, kalau kelas 8 hanya 2 kelas"*

R : *"Baik bu, untuk yang selanjutnya dari sisi kebutuhan, kira-kira buku ini sudah sesuai dengan kebutuhan para siswa atau belum njih?"*

T2 : *"Untuk secara materi sesuai yaa mbak, tapi untuk penjelasan latihan yang lebih simple dan detailnya itu kurang mbak. Ringkasan materinyapun juga sedikit jadi kita harus cari-cari lagi"*

R : *"Untuk buku ini kira-kira sudah sesuai dengan kurikulum belum njih bu?"*

T2 : *"Sudah sesuai mbak, sama dengan KI dan KD nya juga kok"*

R : *"Menurut bu Febri, bagaimana situasi dan kondisi pembelajaran siswa saat di kelas itu bagaimana njih bu?"*

T2 : *"Ketika pakai buku ini mereka enjoy mbak, tapi ketika mengerjakan tugas atau latihan terutama saat diskusi dengan teman-teman itu ada beberapa siswa yang bermain main"*

R : *"Njih bu, untuk yang selanjutnya menurut ibu Febri bagaimana situasi dan kondisi pembelajaran di sekolah ini?"*

T2 : *"Yaa cukup kondusif dan cukup baik mbak"*

R : *"Untuk yang selanjutnya, menurut bu Febri apakah buku ini sesuai dengan skill atau kemampuan siswa njih bu?"*

T2 : *"eeee gini mbak, kalau di buku itukan langsung speaking, langsung praktek. Padahal anak-anak kita belum tentu tahu maksudnya itu apa, jadi menurut saya yaaa itu tadi mbak, materinya belum dijelaskan secara sederhana dan langsung ke aplikasinya. Sebenarnya tujuannya kurikulum 2013 itu kan begitu yaa mbak nah anak-anak kita disini belum sampai ditahap itu"*

R : *"Berarti kira-kira menurut bu Febri, dari segi materi sudah sesuai denga napa yang dibutuhkan siswa atau belum njih"*

T2 : *"Sesuai mbak"*

R : *"Baik bu, menurut ibu febri dari segi exercise apakah sudah sesuai dengan kebutuhan dan kemampuan siswa?"*

T2 : *"Sudah sesuai mbak, cuman seperti yang saya katakana tadi siswa perlu dipandu dan diarahkan"*

R : *"Untuk yang selanjutnya, dari segi students' interest apakah siswa enjoy saat mengikuti pembelajaran di kelas?"*

T2 : *"Enjoy mbak, dan ketika menggunakan buku siswa itu juga nyaman"*

R : *"Baik bu. Menurut bu Febri ketika pembelajaran di kelas, siswa itu terolong aktif atau tidak njih bu?"*

T2 : *"Kalau itu ada yang aktif dan ada juga yang pasif yaa mbak"*

R : *"Untuk yang selanjutnya, apakah ibu pernah mengikuti pertemuan yang khusus membahas buku?"*

T2 : *"Tidak pernah mbak. Sebenernya buku ini itu langsung di drop dari pemerintah"*

R : *"Ohh begitu njih bu. Untuk yang selanjutnya apakah bu Febri menggunakan referensi tambahan belajar yang lain selain buku ini? Jika iya apa saja bu?"*

T2 : *"Kalau saya menggunakan buku tambahan dari sekolah itu mbak, yang buku Erlangga sama mencari tambahan soal-soal latihan itu di Internet seperti worksheet itu mbak, dan juga LKS juga"*

R : *"Baik bu febri. Untuk pertanyaannya sudah terjawab semua njih bu"*

T2 : *"Iya mbak"*

R : *"Sebelumnya saya mengucapkan terimmakasih njih bu sudah berpartisipasi dalam interview saya. Kurang lebih nya saya mohon maaf apabila ada kesalahan"*

T2 : *"Baik mbak sama-sama, senang bisa membantu"*

R : *"Njih ibu"*

Questionnaire Answer T1

Teacher : Eva Noviyanti, S.Pd
Age : 43 Thn
Date / Time : March 27th, 2023

QUESTIONNAIRE

A. Teachers Perception Toward the use of Textbook

a.	**Subject Matter**

1) Apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini? Berikan alasannya!

Answer:
Sesuai dengan kurikulum di karenakan semua materi ada

2) Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis? Berikan alasannya!

Answer:
ya karena sesuai dgn kuripulum dan bergambar

3) Apakah materi yang ada dibuku ini sesuai dengan kebutuhan para siswa? Berikan alasannya!

Answer:
Tidak di karenakan di buku ini tidak ada penjelasan yang memudahkan siswa memahami

4) Apakah materi yang ada dibuku ini up-to-date dan sesuai dengan perkembangan zaman sekarang? Berikan alasannya!

Answer:
ya dikarenakan di lengkap dengan gambar dan bahasanya juga sesuai

b.	**Vocabulary and Structure**

1) Apakah kosakata yang ada dibuku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks? Berikan alasannya!

Answer:
ya dari simple ke komplers. dikarenakan kita di beri kemudahan tetika memahami dialogue tetapi ke soal t sudah agak komplek

2) Apakah struktur bahasa atau kalimat yang ada dibuku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa? Berikan alasannya!

160

Answer:
sesuai tetapi karena siswa dalam Bahasa Inggris kosakatanya sangat kurang jadi siswa juga tidak bisa ikuti perkembangan

c. Exercise

1) Apakah latihan yang ada dibuku ini dapat meningkatkan pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada? Berikan alasannya!

Answer:
sebenarnya buku ini dapat meningkatkan pemahaman tetapi karena kurangnya vocabulary jadi belum maksimal meningkatkan pemahaman siswa

2) Apakah latihan yang ada dibuku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa? Berikan alasannya!

Answer:
Bisa sedikit demi sedikit tapi tetap di bantu oleh Bp / Ibu Guru

3) Apakah pertanyaan disetiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif? Berikan alasannya!

Answer:
Ya di karenakan dalam buku ini banyak dialoguenya. Dan juga gambarnya juga berwarna.

4) Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa? Berikan alasannya!

Answer:
Ya, dapat mengembangkan komunikasi sedikit demi sedikit.

d. Illustration

1) Apakah buku ini menyajikan tampilan yang menyenangkan? Berikan alasannya!

Answer:
Ya di karenakan dialogue bergambar jadi memudahkan anak

2) Apakah ilustrasi yang ada dibuku ini disajikan secara jelas dan meningkatkan pemahaman siswa? Berikan alasannya!

Answer:
Ya di karenakan ketika ada dialogue antara a dan b ada gambar disertai apa yang mereka tanyakan

161

3) Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku? Berikan alasannya!

Answer: ya di buku ini banyak gambar berwarna dengan kalimat dialogue yang mudah

e. **Physical appearance**

1) Apakah sampul pada buku ini menyajikan gambar yang menarik? Berikan alasannya!

Answer: ya di karendican warna dari sampul ini berwarna merah

2) Apakah tulisan dan gambar yang ada dibuku ini menarik perhatian pembaca? Berikan alasannya!

Answer: ya di karenakan dengan adonya tulisan di gambar memudahkan anak memahami

3) Apakah ukuran buku ini sesuai dengan kebutuhan siswa? Berikan alasannya!

Answer: ya sesuai dengan kebutuhan siswa di karena kan tidak terlalu kecil dan tidak terlalu besar

B. Factors that Influence Teachers Perception Toward the use of Textbook

a. **Personal Experience**

1) Berapa lama Anda mulai mengajar? Berikan Penjelasan!

Answer: 20 tahun

2) Dimana Anda mengajar? Berikan Penjelasan!

Answer: Duly sebelum di SMP 3 kartasura saya mengajar di SDN kartasura 06 Tahun 2003 - 2021 Di smp 3 tahun 2021 sampai sekarang

3) Apa yang Anda ajarkan? Berikan Penjelasan!

Answer: B. Inggris

....
....
....

b. Need

1) Apakah buku ini sesuai dengan kebutuhan siswa? Berikan Penjelasan!

Answer: sesuai di karenakan kalimat sederhana dan banyak gambar tetapi di sah, sisi menyulitkan di karenakan tidak ada penjelasan materi yang di ajarkan

2) Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini?

Answer: Ya sesuai

....
....

c. Situation

1) Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran.

Answer: Anak sangat antusias dan kondusif.

....
....

2) Bagaimana situasi dan kondisi pembelajaran di sekolah ini?

Answer: Untuk kelas yang saya ajar Alhamdulillah kondusif

....

d. Students' Ability

1) Apakah buku ini sesuai dengan kemampuan siswa? Berikan penjelasan!

Answer: Sebenarnya sesuai tetapi di karenakan kurangnya vocabulary tetap kesulitan untuk anak

2) Apakah materi dalam buku ini sesuai dengan kemampuan siswa? Berikan penjelasan!

Answer: Ya sesuai walaupun untuk penjelasan guru harus mencari referensi dari guru di buku lain.

....

3) Apakah latihan dalam buku ini sesuai dengan kemampuan siswa? Berikan Students'penjelasan!

Answer:

.....senai

....
....
....

e.	Interest

1) Apakah siswa tertarik dan senang belajar di kelas? Berikan Penjelasan!

Answer:
Ya senang di karenakan dari awal sudah suka
b. Inggris Walaupun tidak begitu faham
artinya

2) Apakah siswa senang menggunakan buku ini? Berikan Penjelasan!

Answer:
Ya di karenakan banyak gambar dan berwarna

....
....

3) Apakah siswa aktif saat melaksanakan pembelajaran di kelas? Berikan Penjelasan!

Answer:
Ya banyak bertanya Walaupun tidak
terlalu tahu artinya.

....

f.	Workshop/Training

1) Apakah guru mengikuti pelatihan/workshop yang berkaitan dengan textbook? Berikan Penjelasan!

Answer:
Ya MGMP Tetapi Jarang di karenakan
biasanya sudah di buatkan

....

g.	References

1) Apakah guru menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan? Berikan Penjelasan!

Answer: Ya → Buku Mandiri dan LKs
dikarenakan buku yang dipakai sekarang
tidak menyertakan Materi Materi tetapi
hanya dialog dan latihan

Questionnaire Answer T2

Teacher   : Febriana Dian Yusniati

Age   : 28

Date / Time : 28th March 2023

QUESTIONNAIRE

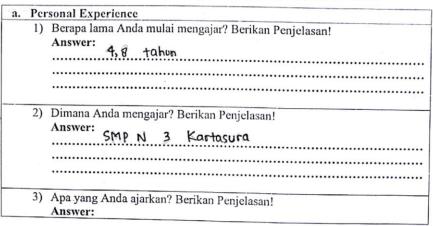#### A. Teachers Perception Toward the use of Textbook

a. Subject Matter

1) Apakah buku ini sesuai dengan kurikulum yang ada di sekolah ini? Berikan alasannya!

Answer: Ya,

2) Apakah buku ini menyajikan materi pembelajaran yang logis dan sistematis? Berikan alasannya!

Answer: Ya, karena disertai ilustrasi yang sesuai materi meskipun penyajian materi kurang mendetail

3) Apakah materi yang ada dibuku ini sesuai dengan kebutuhan para siswa? Berikan alasannya!

Answer: Ya, materinya sesuai meskipun tidak mendetail.

4) Apakah materi yang ada dibuku ini up-to-date dan sesuai dengan perkembangan zaman sekarang? Berikan alasannya!

Answer: Ada yang iya, ada yang tidak

b. Vocabulary and Structure

1) Apakah kosakata yang ada dibuku ini disajikan dalam bentuk yang simpel/sederhana ke kompleks? Berikan alasannya!

Answer: Ya,

2) Apakah struktur bahasa atau kalimat yang ada dibuku ini sesuai dengan level kemampuan siswa dan sesuai dengan perkembangan pengetahuan siswa? Berikan alasannya!

Answer: Ya,
....
....
....

c. Exercise

1) Apakah latihan yang ada dibuku ini dapat meningkatkan pemahaman dan menguji siswa terkait gagas utama dari setiap materi yang ada? Berikan alasannya!

Answer: Ya, setiap latihan dirancang agar siswa menguasai setiap materi

2) Apakah latihan yang ada dibuku ini dapat meningkatkan kemampuan siswa, kosakata, dan bahasa siswa? Berikan alasannya!

Answer: Ya, karena sebagian besar siswa kurang dalam kosakata, jadi mau tidak mau harus mencari artinya

3) Apakah pertanyaan disetiap latihan yang ada pada buku ini dapat menguji siswa secara komunikatif? Berikan alasannya!

Answer: Ya, memang latihannya langsung berkomunikasi dengan teman, akan tetapi guru harus menjelaskan lebih panjang agar siswa mengerti.

4) Apakah aktivitas latihan yang ada pada buku ini disajikan secara realistis dan dapat mengembangkan komunikasi siswa? Berikan alasannya!

Answer: Ya, secara tidak langsung mereka kemampuan komunikasinya meningkat

d. Illustration

1) Apakah buku ini menyajikan tampilan yang menyenangkan? Berikan alasannya!

Answer: Ya, disertai gambar ilustrasi yang menarik dengan nama-nama tokoh familiar

2) Apakah ilustrasi yang ada dibuku ini disajikan secara jelas dan meningkatkan pemahaman siswa? Berikan alasannya!

Answer: Ya, karena setiap ilustrasi memberikan contoh aplikasi materi dalam kehidupan sehari-hari

166

3) Apakah buku ini menyajikan ilustrasi yang jelas, simple, menarik dan sesuai dengan isi buku? Berikan alasannya!

Answer: Ya, seperti yang tercetak di buku ini terlihat jelas, simple, & menarik

e. **Physical appearance**

1) Apakah sampul pada buku ini menyajikan gambar yang menarik? Berikan alasannya!

Answer: Ya,

2) Apakah tulisan dan gambar yang ada dibuku ini menarik perhatian pembaca? Berikan alasannya!

Answer: Ya,

3) Apakah ukuran buku ini sesuai dengan kebutuhan siswa? Berikan alasannya!

Answer: Ya,

B. **Factors that Influence Teachers Perception Toward the use of Textbook**

a. **Personal Experience**

1) Berapa lama Anda mulai mengajar? Berikan Penjelasan!

Answer: 4,8 tahun

2) Dimana Anda mengajar? Berikan Penjelasan!

Answer: SMP N 3 Kartasura

3) Apa yang Anda ajarkan? Berikan Penjelasan!

Answer:

Materi Bahasa Inggris Kelas 7 & 8

b. Need

1) Apakah buku ini sesuai dengan kebutuhan siswa? Berikan Penjelasan!

Answer: untuk penggambaran materi secara singkat buku ini sesuai, akan tetapi penjelasan materi bagi siswa yang kurang paham sangat terbatas

2) Apakah buku ini sesuai dengan kurikulum yang digunakan di sekolah ini?

Answer: sesuai

c. Situation

1) Bagaimana situasi dan kondisi siswa ketika belajar di kelas? Apalagi jika menggunakan buku pelajaran.

Answer: cukup antusias

2) Bagaimana situasi dan kondisi pembelajaran di sekolah ini?

Answer: pembelajaran berjalan dengan baik

d. Students' Ability

1) Apakah buku ini sesuai dengan kemampuan siswa? Berikan penjelasan!

Answer: kurang, banyak siswa yang masih kurang dalam kosakata

2) Apakah materi dalam buku ini sesuai dengan kemampuan siswa? Berikan penjelasan!

Answer: kurang sesuai, karena minimnya penjabaran materi secara lengkap

3) Apakah latihan dalam buku ini sesuai dengan kemampuan siswa? Berikan **Students'**penjelasan!

Answer:

Kurang sesuai, dengan kondisi siswa yang seperti ini perlu dijelaskan berkali-kali agar paham instruksi

c. Interest

1) Apakah siswa tertarik dan senang belajar di kelas? Berikan Penjelasan!

Answer: Ya,

2) Apakah siswa senang menggunakan buku ini? Berikan Penjelasan!

Answer: Ya,

3) Apakah siswa aktif saat melaksanakan pembelajaran di kelas? Berikan Penjelasan!

Answer: Ya,

f. Workshop/Training

1) Apakah guru mengikuti pelatihan/workshop yang berkaitan dengan textbook? Berikan Penjelasan!

Answer: _

g. References

1) Apakah guru menggunakan referensi belajar tambahan selain buku teks? Jika ya, apa yang digunakan? Berikan Penjelasan!

Answer: Ya,

APPENDIX 3

DOCUMENTATION

Picture 1 Interview with T1

Picture 2 Questionnaire Filling with T1

Picture 3 Interview with T2

Picture 4 Questionnaire Filling with T2