

**STUDENTS' PERCEPTION ON THE USE OF ENGLISH TEXTBOOK
“BASIC ENGLISH GRAMMAR 2” IN THE SECOND SEMESTER
STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
AT UIN RADEN MAS SAID SURAKARTA IN ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements

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Thank you for your attention.

Wassalamu'alaikum wa rahmatullahi wa barakatuh

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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate this thesis to the people who have loved me yesterday, now, and tomorrow ever after:

1. My beloved parents (Mr. Sukono and Mrs. Kriswiyanti)
2. My beloved little sisters and brother (Azizah Istiqomah, Septia Sri Muslimah, and Muhammad Yusha Azhari)
3. All my beloved friends who always support me.
4. My beloved idol, BTS, and my beloved bias, Jimin, who give me support, motivation and as my mood booster to finish this study.
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MOTTO

“Don’t think. Just keep going. Don’t put too much thought into what you’re doing. Then one day, you’ll realize you’ve grown dramatically.”

-Min Yoongi-

“There are lots of hard things in this world. I don’t really want to say “work hard” or “everything in life is difficult”. But to not have a hard time, you need to put in some effort, right?”

-Jeon Jungkook-

“Decide for yourself what it means to be happy. Every day, take a step to grow up. But sometimes it’s okay to show your weakness, it’s okay to be yourself. So don’t lie to yourself anymore.”

-BTS, Lights-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Students' Perception on the Use of English Textbook "Basic English Grammar 2" in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred 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, 05 December 2023

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The researcher realizes that this thesis 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, 05 December 2023

The researcher

A handwritten signature in black ink, appearing to read 'Khofifah Nur Sholikah', with a small superscript 'to' above the final part of the signature.

Khofifah Nur Sholikah

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ABSTRACT

Khofifah Nur Sholikah. 2023. *Students' Perception on the Use of English Textbook "Basic English Grammar 2" in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor : Dr. H. Zainal Arifin, S.Pd.,M.Pd.

The use of the textbook is crucial in teaching and learning English grammar. Students' perception of the textbook they use is important to know. This study aims to investigate the students' perception and find out the existence of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023.

This study is descriptive qualitative research. The subjects of the research were the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023. The data was collected through questionnaire and interview. In validating the data, the researcher used method and source triangulation. The researcher used data condensation, data display, and drawing and verifying conclusions in analyzing the data.

The results of this study were: (1) Positive perceptions conveyed by students related to the materials: (a) have a real impact, (b) has interesting materials, (c) help students feel comfortable, (d) encourage students, (e) useful and relevant, (f) pay attention to student readiness, (g) authentic, (h) communicative, (i) provide opportunities for feedback on results. Students' negative perceptions related to the materials: (a) do not have novelty, (b) lack variety, (c) do not meet students different learning styles, (d) do not maximize students' learning potential. (2) Some positive perceptions expressed by students related to the exercises: (a) have a real impact, (b) varied, (c) require students to think, (d) help students learn, (e) encourage students, (f) useful and relevant, (g) pay attention to student readiness, (h) authentic, (i) communicative, (j) maximize learning potential, (k) provide opportunities for feedback on results. The negative perceptions expressed by students related to exercises: (a) do not have novelty (b) do not meet students with different learning styles. This book has several strengths: (1) structured (2) simple, (3) clear, (4) complete with practice questions, (5) easy to understand. This book has several weaknesses: (1) not recommended for independent study, (2) monotonous. Several suggestions for the textbook: (1) materials should be made more complex and varied with more detailed explanations, (2) provide answer keys for the exercises, (3) add illustrations.

Keywords: *Students' Perception, Textbook, Grammar.*

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important language that has many roles. English is needed if someone wants to see the wider world because of its position as an international language. Rao (2019) argue that the only language that is globally used and accepted is English. English also has a big role in the development of the world in various fields, including education. There are many books and research journals written in English. According to Rao (2019), he said there are many books and research projects, especially in education, that are produced and conducted in English. In addition, graduate students who have good English skills will be more able to compete in the global world. Thariq et al. (2021) said if someone is able to master English, then that can be an additional benefit for them when competing in the international world, and they also have more opportunities to get scholarships, work, and make friends globally. However, in communicating in English, knowledge of English grammar needs to be mastered by every speaker so that listeners can understand the sentences spoken by speakers.

Grammar is an explanation of a language's structure and the way linguistic components such as combining words and phrases to make

sentences in that language (Richard & Schmidt:2002, as cited in Mandasari & Wahyudin (2021). Knowledge of grammar makes speakers or writers able to arrange sentences neatly and clearly. This makes listeners and readers able to catch the meaning of the sentence that is spoken correctly. If someone speaks in a language without thinking about the grammar, the listener will also have difficulty understanding what he is saying. Included in English, speakers or writers should use grammar correctly. In English, the importance of grammar must be considered (Savignon:2017, as cited in Yacob & Yunus, 2019) because is a relatively important form of language (Alijanian: 2012, as cited in Yacob & Yunus, 2019) that learners must learn so that the sentences become meaningful. However, there are still many people who find it difficult to learn English grammar.

This difficulty is also felt by students of English-language education. Grammar is considered a subject that is quite difficult for students. Most students will feel worried when facing grammar exams. Some students got unsatisfactory grades in grammar courses. Even in the final semester, some students are willing to repeat their grammar course again. Some students will ask their friends in the class if any of them want to repeat the grammar class, and some students will say they want to repeat the course. They will consider whether their number of course credits is sufficient if they take the grammar

course again. They do that to improve their grammar scores from the last semester.

After conducting interviews with several English language education students at UIN Raden Mas Said Surakarta, there are several different opinions regarding the difficulties in learning grammar. Interviews were held with English language education students from the second semester to the eighth semester. The first interview was held with one of the second semester students. She said that she sometimes has difficulty learning English grammar. The difficulties she experienced were related to the learning process. She felt that she could not understand grammar quickly, for example, with just one meeting. She thought that the learning process was still not good enough for her, so it was not easy for her to understand. As for the grammar material, she thought that he had actually studied these materials, only that the explanations were even more detailed. Then, the second interview was also conducted with a second semester student. She said learning grammar is a bit complicated. She thought that in grammar there are many formulas, terms, and also tenses. Where she is required to memorize and understand many things in grammar. She also argued that the difficulty in learning grammar will increase if grammar is not understood from the basic level.

Meanwhile, after conducting interviews with one of the fourth semester students. She said that among the many English lessons, grammar is one of the most difficult subjects for her. The difficulty she often experiences in learning

grammar is the detailed arrangement of words or sentences. Grammar has formulas that make it difficult for her. He considered grammar to be the same as physics, which required memorizing too many formulas. So she thought that in learning grammar, she must be consistent in remembering. When in class or after teaching and learning activities have finished, she must continue to repeat his grammar knowledge. She did that because learning grammar is very complicated.

Then, one of the sixth semester students also experienced a little difficulty when learning grammar. The difficulties she experienced were regarding effective methods and sequences in learning grammar. She found it difficult to determine the right and most effective method for her to learn grammar. Apart from that, it is also difficult for her to determine which material in grammar to learn first. She was confused about which material she should learn first so he could understand it well. It is because there is a lot of material in English grammar.

The last Interview was conducted with one of the eighth semester students. She said that grammar is a difficult subject. According to her, these difficulties are related to the formulas in grammar. She considered the formulas in the tenses to be very numerous and confusing. For example, between the simple past tense and the past continuous tense and many more, the formulas are different. She argues that maybe people who can understand it will say it's easy, but people who can't understand it will say it's difficult.

Based on those interviews, it can be concluded that grammar is not an easy subject. English language education students from the second semester to the eighth semester experienced difficulties in learning grammar. Although the difficulties they experience are different. Starting from the learning process, effective methods and sequences in learning grammar, the detailed arrangement of words or sentences, as well as too many terms, formulas, and tenses in grammar. Therefore, it is very important to have more specific research on grammar. There are many aspects of grammar that can be further researched. One of the things that needs to be researched so that students' grammar skills increase is the learning media used by students in learning, such as textbooks.

Textbooks are one of the main things in teaching and learning activities. Susiati & Mufidati (2020) said that textbooks have been used for many years in schools in Indonesia and other countries. In almost every subject, textbooks are always provided as a guide for students in the learning process. Textbooks are usually used by students as a source of learning material. Teachers also use textbooks as teaching materials and references in the teaching and learning process in class. Hinkel (1999), as cited in Song (2019), believed that textbooks could be used as “an authority, trainer, map, ideology, resource, and also a teacher”. Tomlinson (2011) stated that language textbooks contain basic material for language learning. It is intended that one book be provided that is specifically designed to provide complete information and can be used as the

only book that must be used in teaching and learning activities in the classroom. So, textbooks do have a crucial role in the language learning process.

Textbooks are very useful for both students and teachers. Tomlinson (1998), as cited in Ayu (2020), said that the use of textbooks makes teachers and students more able to see things that have been done in previous lessons and things that can be done in future lessons. The use of textbooks has many advantages in the teaching and learning process. Rori et al. (2021) said that textbooks increase student interest because they are easy to read and self-study. Moreover, the teacher can easily use the textbook as a guide. So that the teacher does not need to be burdened with preparing different material for each class.

From the description above, several studies say that the textbook is very important in the process of teaching language. Therefore, there is a need for further and specific research regarding students' perceptions of the textbook they use to learn English Grammar. According to Ansow et al. (2022) concluded that student perceptions is so important. Student perceptions are students' opinions and responses about something they have done and learned. Research on students' perceptions is needed to find out how far a textbook plays a role in the process of learning English, including grammar. The textbook used by the second semester students of English language education Study program at UIN Raden Mas Said Surakarta is "Basic English Grammar 2" The book was written by Novianni Anggraini, M.P.d.; Furqon Edi Wibowo, M.P.d.; and Nur Aisyah, S.S., M.A. This book contains several contents, such as noun phrases,

adjective phrases, verb phrases, adverb phrases, gerund phrases, participial phrases, and some tenses. In addition, this book also contains several exercises to increase students' understanding of the materials.

This book is used by all of the entire second semester students of UIN Raden Mas Said Surakarta. All of the students know the book and this book is important for the students. Therefore, we have to know the students' perception about the book. Based on an interview with the lecturer who taught grammar in that class. The reasons for choosing this book are because the book is in accordance with the curriculum and was specifically designed to suit students' needs.

The researcher describes several previous findings that are connected or relevant to this study. First was Agustiana (2021), in her thesis title students' perception of electronic book (ebook) in learning english. Her object was an ebook used by fifth semester of English Study program Students in Muhammadiyah University of Makassar. The researcher employed questionnaires to gather data regarding students' perceptions, and descriptive qualitative analysis was used to analyze the data. Second was Jannah (2019), in her thesis title teachers' perception on the use of English textbook in teaching English. Her object was a textbook used by EFL teachers at MAN 3 Kota Banda Aceh. This study used interviews and observation to collect data in a qualitative descriptive approach. Rahmadani (2016), in her thesis title students' perception to the used of students' English textbook of 2013 curriculum. Her object was a

textbook used by eight grade students of SMP Negeri 1 Telaga. Questionnaire and interview methods were used to get the data. The descriptive qualitative method was used to analyze the data.

Based on the previous study above, the researcher discovered several different points. Those research analysis discuss about the student's perception of the textbook used is that it is a textbook for learning English in general. Their research does not focus on specific English learning. Meanwhile, this study will focus on a textbook for learning English grammar.

This research will be conducted on students of the English language education Study program at UIN Raden Mas Said Surakarta. This study program is one of the most popular study programs at UIN Raden Mas Said Surakarta. According to the SPAN-PTKIN website, the quota for this study program is quite a lot. UIN Raden Mas Said Surakarta provides a quota of 158 students for that study program. English language education is the fourth-largest quota provider of all study programs at UIN Raden Mas Said Surakarta. In addition, the English language education Study program at UIN Raden Mas Said Surakarta is the fourth-highest quota provider among all campuses participating in SPAN PTKIN in that study program.

Based on the background above, the researcher is interested in conducting research entitled "Students' Perception on the Use of English Textbook "Basic English Grammar 2" in the Second Semester Students of

English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023".

B. Identification of Problem

Based on the background of the study above, the problems of this research are:

1. Knowledge of English grammar needs to be mastered.
2. Students face several problems when learning English grammar.
3. The use of the textbook is crucial in teaching and learning English grammar.
4. Students' perception of the textbook they use is important to know.
5. Students have less understanding regarding their perceptions and the existence of the textbook they use.

C. Limitation of the Study

In this study, the researcher limited the problem mainly to explore students' perception of second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta. This research will focus on class 2B English Language Education students, which consist of 32 students, 29 female students, and 3 male students.

D. Formulation of the Problem

Based on the background of the study above, the researcher investigates the following problems:

1. How are the students' perception on the use of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023?
2. How does the existence of the English Textbook "Basic English Grammar 2" in the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023?

E. Objective of the Study

Concerning to the problem of the study mentioned above, the objectives of this study are:

1. To investigate the students' perception on the use of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023.
2. To find out the existence of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year 2022/2023.

F. Benefits of the Study

The results of this study are expected to be useful both theoretically and practically. The benefits of this study are:

1. Theoretically

This research gives an explanation about the students' perception and the existence of English Textbook "Basic English Grammar 2".

2. Practically

- a. For the researcher

After completing this research, the researcher can get new information about the students' perception and the existence of a textbook and can be applied when becoming a teacher in the future.

- b. For the students

Students can gain awareness about the textbook they use in learning and can maximize their efforts in learning grammar.

- c. For the learners

Learners can get additional information about the textbook they use in teaching grammar so that the teaching and learning process becomes more optimal.

- d. For the other researchers

This research can be their reference in developing and writing scientific papers.

G. Definition of Key terms

In order to avoid misunderstandings in interpreting the term used in this study, the researcher gives some definitions related to the key terms:

1. Perception

Perception is the process by which individuals give meaning to their environment or individual processes in receiving, processing, storing, and reproducing information through organizing and interpreting sensory impressions. According to Robbins et al. (2016) said that perception is a mechanism by which individuals give meaning to their environment through the organization and interpretation of sensory impressions.

2. Textbook

Textbook is a book that contains complete and comprehensive core material on a subject to be used in the teaching and learning process. According to Tomlinson (2011) said that textbooks are books that contain basic materials for language learning classes. In one book, it is made in such a way that it can cover all needs in learning, so that only that book is used in class.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. Definition of Perception

Robbins et al. (2016) said that perception is a mechanism by which individuals give meaning to their environment through the organization and interpretation of sensory impressions. Alnujaidi (2016) argues that perception is an external aspect of an innovation that emphasizes perspectives, reactions, understanding, and beliefs.

Rakhmat (2018) stated that perception is one of the processes of various stages of information processing in humans, also known as intrapersonal communication. It is an individual process of receiving, processing, storing, and reproducing the information obtained. Perception is the experience gained from inferring and interpreting information about an object, event, or relationship. Ansow et al. (2022) said that perception is the process that a person goes through to understand something around him through the stages of compiling and interpreting sensory impressions so that they can give their environment a certain meaning.

Based on the definition above, it can be concluded that perception is the process by which individuals give meaning to their environment or individual processes in receiving, processing, storing, and reproducing information through organizing and interpreting sensory impressions.

b. Process of Perception

The three steps of the perception process, according to Qiong (2017), are:

1) Selection

The first step in the perception process, selection, is when we transform environmental stimuli into meaningful experiences. As a result of the constant barrage of information we receive in daily life, any of the following stimuli could be presented to us in a split second: the words we are hearing, an accident witness, or the sound of a ticking clock, to name a few. Our universe is all-encompassing, so there are innumerable impulses coming at our sensory organs at once that need to be processed. However, we are unable to take in all the information that is available to us since doing so would generate chaos and information overload. As a result, we selectively interpret the information from the environment to only perceive a portion of it. In line with Singer (1987), we

only perceive the world through our sense receptors, not as it actually is. This selection step of perception has drawn the attention of many scholars. For instance, Bruner (1958) asserted that we should restrict our attention to those features of individuals or situations that are crucial to our tasks in order to avoid overburdening ourselves with information.

Some individuals compare this filtering process to creating a map. When creating a map, they contend that one cannot include everything; rather, one must make generalizations and deletions, resulting in the deletion or generalization of unneeded or unimportant information and the uneven marking of vital information. Drawing a map would be impossible otherwise. Similar to this, when faced with a large number of conflicting stimuli, we only use our selective perception process to pay attention to the stimuli that we are familiar with or are interested in. Consequently, perception can be partial, which could lead to communication mistakes. As Chen and Starosta (2007) noted, miscommunication in encounters often results from our partial perception, particularly when persons are from various cultural backgrounds and have distinct perception systems.

2) Organization

Organization is the second level of perception. After gathering data from the outside world, we must arrange it somehow by identifying certain meaningful patterns. Some academics sometimes refer to this stage of organization as categorization because it involves grouping things or individuals into groups. The social and physical events and objects we come into contact with at this stage of perception will already have a shape, color, texture, size, etc. For instance, when asked to define what a human being is, some people may do so in terms of skin tone, while others may do so in terms of race or nationality. When we imagine what our university library is like when our eyes are closed, we see a structured space with both an internal and external structure.

Through giving typical patterns of behavior and the range of likely variation across types of individuals and their characteristic acts and traits, organization enables us to structure and give coherence to our general knowledge about people and the social world (Cantor et al., 1982). At this point, perception has two characteristics. The organizing process firstly provides structure to human perception. We constantly transform unstructured, meaningless external stimuli into

structured, meaningful experiences. Secondly, the process also demonstrates the stability of human perception. In other words, the chosen stimuli become durable after being chosen and categorized.

3) Interpretation

The process that gives the selected stimuli meaning is referred to as interpretation, which is the third stage of perception. We attempt to interpret the ordered and consistent patterns that have been formed from the chosen stimuli by giving them meaning. However, several people may interpret the same signal in various ways. For instance, the arrival of a police officer at the location of the crime can be read in various ways. Although the victim may find it comforting and relieving, the criminal will undoubtedly be terrified by it. Another illustration: In certain western countries, kissing or giving a bear hug in public is a typical greeting that serves the purpose of saying "Hello!" In contrast to many other nations, such actions are always viewed as "lovemaking" actions.

Such interpretational differences result from the perceptual lens that culture gives us, which has a significant impact on how we perceive and evaluate the information we receive from the outside world (Samovar et al., 2000). Almost

everyone can agree on the objective meaning of a physical thing or event, but each unique person's perception of that object or event depends on their own experiences and cultural upbringing. People with various backgrounds and experiences will interpret the same stimuli differently, leading to the appearance of perception diversity.

People from comparable cultures will likely assign the same stimulus similar meanings during the meaning-attribution process since they have a common body of prior experiences and knowledge. As a consequence, they will likely have similar perceptions. Since communicators have similar perceptions, it is thus simpler for them to accurately interpret each other's nonverbal and vocal cues, resulting in better communication. On the other hand, if communicators attempt to convey unknown behaviors in another culture using experiences or information from their personal culture, they will give quite different meanings to the same stimuli, leading to different perceptions and communication issues. It makes sense that Varner and Beamer (2006) stated that when we don't have similar experiences, there is a higher likelihood that we will interpret the signal incorrectly.

c. Factors That Influence Perception

Robbins et al. (2016) believe that a variety of factors influence and occasionally distort perception. The factors may be present in the perceiver, the object or target that's being perceived, or the situation in which the perception is being made.

1) The Perceiver

When you gaze at a target, your personal traits—attitudes, personalities, intentions, interests, prior experiences, and expectations—influence how you perceive what you see. For instance, regardless of their real characteristics, you might view police officers as being authoritative if you expect them to be.

2) The Object

What we perceive is also influenced by the features of the target. People that are louder have a higher chance of being noticed. The same goes for being exceptionally handsome or not. The relationship between a target and its background, as well as our propensity to group nearby objects and similar objects together, all affect perception since we don't view targets in isolation. Women, males, immigrants, Caucasians, Aboriginal People, Asians, and members of any other group with distinctly different qualities are sometimes viewed as being similar in other, unrelated ways. We also tend to see

those who we believe to be similar to us favorably and those who we believe to be different from us negatively.

3) The Situation

Context is also important. Our attention can be affected by the moment we first see an object or an event, as well as by aspects including location, light, temperature, and context. One Saturday night in a club, for example, you might not see anyone "decked out." However, if the same person came to your management class on a Monday morning dressed like that, you would undoubtedly pay attention. Between Saturday night and Monday morning, neither the perceiver nor the target have changed, but the circumstance is different.

d. Types of Perception

According to Robbins & Judge (2007) stated that positive perception and negative perception are the two types of perception. The following details how positive and negative perception differ:

1) Positive Perception

Positive perception, according to Robbins & Judge (2007), is the appraisal of information or objects by a person who has positive expectations for or ideas about the thing being perceived. One's satisfaction with the perception's source object is what leads to this positive perception (Hanif, 2019). It

can be considered that an assessment of individual information using a good or positive interpretation of an object being viewed or a positive depiction of all ideas can be interpreted as a positive perception.

2) Negative Perception

When someone perceives information or objects, they do so while harboring negative feelings. People's dissatisfaction with the thing that is the source of perception is what leads to the creation of negative perception (Hanif, 2019). This might be understood as a person's appraisal of information or a source of perception that they have perceived negatively. Dissatisfaction with the item, ignorance, and the absence of the perceived experience all contribute to this negative view.

2. Textbook

a. Definition of Textbook

Prastowo (2014) said that textbooks as teaching materials are books that contain knowledge of the results of a review of the curriculum presented in writing. Meanwhile, Tomlinson (2011) said that textbooks are books that contain basic materials for language learning classes. In one book, it is made in such a way that it can cover all needs in learning, so that only that book is used in class.

According to Rori et al. (2021) stated that textbooks are usually found in educational institutions. Making textbooks is intended to meet the needs of teachers. When studying certain subjects, textbooks are usually needed. Textbooks are used by people to learn methods and facts about certain topics. In addition, Richards (2001) stated that the word "textbook" actually has the meaning of providing comprehensive material for the class. This is focused on providing original material to students during class, which is obtained by designing and providing a lot of complete material in one textbook.

From the explanation above, it can be concluded that a textbook is a book that contains complete and comprehensive core material on a subject to be used in the teaching and learning process.

b. Types of Textbooks

In Indonesia there are two types of textbooks, mandatory textbooks and supporting textbooks. Mandatory textbooks are textbooks issued or published by the government. Meanwhile, supporting textbooks (can also be called supplementary books) are textbooks published by private publishers (Imamah et al., 2019)

According to Grant (1990), it can be hard to generalize language learning textbooks because of their wide variety and big number of available options. People classify textbooks in a variety of ways,

but Grant believes that they can be divided into two broad categories:

1) Traditional textbooks

"Traditional" textbooks are still published by publishing houses nowadays. But in this classification, describing a textbook's qualities is the main objective, rather than its publication dates. The standard textbook, according to Grant, "tries to encourage students to learn the language as a system. It is hoped that once they have mastered the system, they will be capable of using the language however they see fit. Grant (1990) identifies a few traits of conventional textbooks:

- a) They prioritize grammar compared to communication.
- b) Compared to practicing listening and speaking, they focus more on practicing reading and writing.
- c) They use a lot of L1 (the language already used by language learners).
- d) Accuracy is a crucial component. They are not very difficult to use, so some teachers like them.

All across the world, traditional textbooks are used by many teachers. They are simple to use, which is excellent, and students frequently utilize them to diligently work. The drawback of

them, nevertheless, may be that even if students master the language's grammar after completing the textbooks after years of difficult study, they are unable to speak it once their studies are through Grant (1990).

2) Communicative textbooks

According to Grant (1990), the fact that communicative textbooks include so many communicative tasks give students the opportunity to communicate in the target language. As a result, once they have finished school, students will be able to speak the language. The following are some traits of communicative textbooks:

- a) They emphasize communicative elements.
- b) They make an effort to cover subjects that students are curious about.
- c) There are numerous communicative activities because they place a greater emphasis on language skills than on grammar.
- d) They place a focus on students cooperating in pairs, groups, or individually.
- e) Besides accuracy, fluency is also a crucial aspect.

Classroom exercises are considered communicative activities if they encourage students to make use of the language outside of

class. In addition, students are more likely to be able to do things in real life if they do them in class.

c. Criteria of Good Textbook

According to Ami (2012), there are several components to review books. The first is the suitability of the content which consists of the suitability of the material with basic competencies, the accuracy of the concepts, the consistency of the concepts, the accuracy of illustration, conformity with scientific developments, inclusion of conceptual errors, inclusion of corrections against conceptual errors. Then, the appropriateness of language consists of communicativeness and accuracy of language. Lastly, the suitability of the appearance consists of ease of carrying, cover design of the book, size and type of letters, layout of the contents of the book, and attractiveness of color and illustration.

Pebriana (2021) said that one of the characteristics of a good textbook can be analyzed from the use of structure and linguistic symbols. This means that all the information contained in the textbook will be easy to understand because of the ease with which the reader or student can read. In other words, a good textbook has a high level of readability (discourse that is easy to understand).

Gracin (2018) said that several criteria for a good exercise are vital (fit into the center of the curriculum), authentic

(apply procedures that are suitable for the field), rich (cause additional problems), interesting (thought-stimulating), active (students develop deeper comprehension and create meaning), attainable (suitable for students), fair (increase various styles of thought), open (able to accept multiple solutions or methods). Lau et. Al (2017) argue that with content supported by relevant exercises. So the book allows students to learn more independently and at their own pace. Lesmana (2015) explain that tasks or activities that have a greater emphasis on language have a closer connection to communicative activities, which can assist learners in applying English in daily life.

A good textbook should include the following characteristics (Penny, 2009):

- 1) Specific goals stated in the introduction and carried out in the content.
- 2) A socially and educationally appropriate approach for the intended audience.
- 3) Easily readable print with a clear, beautiful layout.
- 4) An engaging topic and assignment.
- 5) Diverse topics and assignments to accommodate a variety of learning styles, interests, and learner levels.

- 6) Clearly stated instructions.
- 7) A methodical review of the syllabus.
- 8) Content that is gradably ordered and arranged according to difficulty.
- 9) Sections for periodic inspection and testing.
- 10) Practice all four skill fluencies.
- 11) Promotes individual learning and the development of personal learning styles in students.

According to Akbar (2013), a textbook is considered a good textbook if fulfills the criteria as follows:

- 1) Accurate

Accuracy can, among other things, be seen from the aspects; accuracy of presentation, properly displays the results of research, and do not misquote expert opinions.

- 2) Appropriate (relevance)

- 3) Communicative

A book that is easy for readers to digest, systematic, and not contains language errors.

- 4) Complete and systematic

A good textbook mentions the competencies that must be mastered by readers, providing benefits, presenting list fill and

presenting the list references. Material description systematic, following a flow of thinking from simple to complex, from local to global, and so on.

- 5) Student centered oriented.
- 6) Siding with the ideology of the nation and state.

According to Rizki (2020), there are seven standards and guidelines that should be followed when creating textbooks:

- 1) Textbooks need to have an up-to-date, distinct viewpoint. Good textbooks are those with a clear, contemporary teaching stance and those that provide useful teaching resources.
- 2) There must be enough content in textbooks. A excellent textbook delivers content that is engaging, diverse, simple to read, and tailored to the requirements and interests of the students. The book's significance is that it may be used to solve academic challenges, encourage students to read, and spark children's creativity in addition to being enjoyable.
- 3) Textbooks need to have information presented in a methodical and progressive way. Systematic in the sense that the information is presented with consideration for the students'

ease of understanding through the use of clear explanations, concise descriptions, and organized material; disclosure is made simple rather than complex; each term is defined or given an example; unnecessary use of words and phrases in foreign or regional languages is avoided; The presentation challenges students to acquire more learning resources and full reference sources after encouraging them to think and learn in various ways. Both during and between classes, related learning resources are integrated into the learning process. Lessons are arranged in the book in an acceptable order. Gradually in the sense that the information is viewed according to a hierarchy, e.g., from simple to complicated, from general to specific, or from components to whole.

- 4) Textbooks ought to have content that is delivered using strategies and resources that might pique students' interest in reading. When children are given photos, for instance, they can be inspired to solve problems, provide specific answers to what they already know, and then use the surroundings or simple research methods to demonstrate their understanding.
- 5) Comprehensive content is essential for textbooks to assist students in resolving academic issues. When students work on assignments, for instance, the book accommodates the depth

of work or problem solving since it either contains the necessary information or provides instructions for locating references that enable difficulties to be solved.

- 6) Assessment methods that let students know what competencies they have attained must be included in textbooks. Students can utilize their competency accomplishment level as feedback to determine whether to move on to more advanced material or to a deeper level of instruction.
- 7) Textbooks ought to provide content that lets students use what they've learned to tickle their eyes. After reading and doing exercises, students should get benefits from that. Stated differently, students can utilize this tool as a source of material for reflection on any and all academic problems they have covered.

Tomlinson (2011) argued that other academics would agree that a great textbook should include the following in order to provide high-quality resources for teaching and learning second languages:

- 1) Materials ought to make an impact

Impact is achieved if the material has a real impact on students, such as when the materials are able to attract the students'

curiosity, attention and interest. There is a fairly high probability that some of the language in the material will be used for processing if that goal is achieved. Material has the potential to have an impact through:

- a) novelty (such as uncommon topics, exercises, and illustrations);
- b) variety (such as employing a multitude of text formats drawn from a wide range of sources, a variety of instructor voices on a CD, or an unexpected activity to break up the monotony of a unit routine);
- c) visually appealing presentation (such as using eye-catching colors, lots of white space, and photographs);
- d) interesting material (such as topics that the target learners are interested in, subjects that present opportunities for learning something new, captivating narratives, global themes, and local guidance);
- e) manageable challenge (e.g., exercises that require the learners to think).

The writer must discover as much as possible about the target learners and what will most likely grab their attention in order to optimize the likelihood of making an impact. To make an impact on the majority of students, the author must also

provide options. The likelihood of making an impact increase with the variety of the texts, topics, and exercises chosen.

2) Materials should make students feel comfortable

According to study by Dulay, Burt, and Krashen (1982), the effects of different types of anxiety on language acquisition are as follows: the less worried the learner, the faster language acquisition happens. In the same way, comfortable and relaxed learners seem to pick up more knowledge faster.)

Materials can make students feel more comfortable in a variety of ways. For instance, I believe that the majority of students are more at ease with written materials that have plenty of white space than they are with materials that have numerous activities jammed onto a single page; they are also more comfortable with texts and visuals that have a relationship with their own culture rather than those that seem foreign to them; and they are more comfortable with materials that are clearly aimed at helping in their learning than they are with ones that are constantly testing them.

3) Materials ought to support students in gaining confidence.

Students will learn faster if they are relaxed and confident (Dulay, Burt and Krashen 1982). The majority of

material creators understand the importance of assisting students in gaining confidence, but many of them make the mistake of simplifying the process. By asking students to do easy activities using simple language, they hope to give the learners a sense of accomplishment. Many educators and students applaud this method. However, in my experience, it frequently just succeeds in making the students weaker. They start to realize that the procedure is being made simpler for them and that the work they are performing is not really related to language use in real life. They also realize that their seeming achievement is a mirage and that they are not actually employing their brains. Furthermore, a decrease in confidence may result from this awareness. My preferred method of trying to boost confidence is to give students stimulating, challenging, but realistic exercises that aim to "push" them just a little bit beyond where they are now proficient. Additionally, it can be beneficial if the exercises push students to apply and enhance their pre-existing extralinguistic abilities, such their capacity for imagination, creativity, or analysis.

4) Materials should be useful and relevant

The majority of educators understand that students must be made aware of the possible relevance and usefulness of the language and abilities they are learning. Additionally, studies have verified the significance of this requirement. For instance, studies cited by Stevick (1976) demonstrate the beneficial effects of items that hold personal importance for the learner on memory and learning. Furthermore, studies reported by Krashen (1982) and Wenden (1987) demonstrate the significance of seeming relevance and usefulness in language acquisition.

By connecting the teaching points in ESP (English for Specific Purposes) materials to student interests and "real-life" activities that students need or might need to complete in the target language, it is very simple to persuade the students that the content is relevant and beneficial. By connecting lesson topics to fascinating and challenging classroom exercises and presenting them in ways that can help students reach their targeted task outcomes, educators can also help students reach the relevance and usefulness of their lessons. It goes without saying that giving students a choice of topic and exercise is crucial to achieving the

impression of relevance and usefulness in a general English textbook.

- 5) Materials ought to encourage and demand student self-investment

Many academics have written about the importance of learning tasks that let students come to their own conclusions. It indicates that students stand to gain the most from learning activities when they give them their full interest, attention, and effort. Materials can support learners in doing this by giving them authority over the topic, allowing them to choose their focus and activity, and including them in learner-centered exploration activities. Getting students engaged in written or spoken material, encouraging them to respond to it globally and affectively, and then assisting them in analyzing a specific linguistic aspect of it so they can come to their own conclusions is one of the most successful ways to accomplish this.

- 6) Students need to be ready to understand the material being taught

Materials that make sure students have sufficiently mastered the developmental features of the previous phase before teaching the next one, materials that generate

situations that require the use of variational features not previously taught, and materials that approximately tune the input so that it consists of some features that are quite higher than each student's current state of proficiency can all help to achieve readiness. Additionally, resources that encourage learners to concentrate on aspects of the target language that they have not yet mastered can help them become more aware of these aspects when they come across them in future input.

7) Explanations of material must use authentic language

Students need experience regarding how the language is usually used, but also need to pay attention to the language for communicative purposes. Through their recommendations, activity instructions, and inclusion of both written and spoken words, materials can expose users to authentic input. They can also encourage exposure to authentic material by suggesting activities. Materials at each level should provide rich and varied explanations of authentic input. another way, the input should be rich in characteristics that are typical of authentic topics in the target language and should vary in style, method, medium, and purpose. It's also essential that students get exposed to planned, semi-planned, and unstructured topics if they hope to be able to

communicate in general. Instead of only allowing students to passively absorb the information, the materials should also encourage their participation with it.

- 8) The linguistic elements of the input must be brought to the attention of students.

Schmidt (1992) makes a strong case for methods that assist students in seeing the differences between how they use particular English linguistic elements and how native speakers use them. One such strategy would be to ask students to contrast, for example, how they use indirect speech with how it is used in a transcript of a dialogue with a native speaker. This could be readily incorporated into the textbook materials.

- 9) Materials ought to give chances to utilize the target language for communicative purposes.

Most experts appear to agree that students should be given opportunity to utilize language for communication rather of just practicing it in contexts dictated by the teacher and resources. Applying language for communication is attempting to attain a goal in a context in which the learners control the content, techniques, and expression of the encounter. Such attempts allow students to 'check' the

effectiveness of their internal assumptions, particularly if the activities drive them into 'pushed output' (Swain 1985) that is slightly higher than their current competency. Furthermore, communicative communication presents possibilities for learning language from new input and also the chance for student output to become an instructive source of input (Sharwood-Smith 1981). Ideally, educational materials should allow for such engagement in a range of discourse forms, from planned to unexpected (Ellis 1990: 191).

- 10) Materials should be designed with the understanding that the good impacts of education are typically delayed.

Language acquisition is a progressive rather than an immediate process, according to studies, and this is true for both taught and informal acquisition. Acquisition is the product of a long and dynamic process of internal generalization rather than of sudden changes to the student's internal grammar. As a result, learners cannot be expected to master a new feature and apply it successfully in the same class.

- 11) Material should pay attention to the different learning styles of students

Different students will also have different learning style preferences. From this statement, it can be interpreted that books should ideally have varied activities and cater to all learning styles. I believe that a student's choice for a certain learning style varies depending on what is being studied, where it is being learned, with whom it is being studied, as well as what purpose it is being studied. The crucial issue for material developers is to be conscious of and compensate for various preferred learning styles when creating materials, and to not presume that all students are able to benefit from the same ways as the 'great language student.' Several learning styles that need to be met in language learning are visual, auditory, kinesthetic, studial, experiential, analytic, global, dependent, and independent.

- 12) Material should pay attention to the different affective attitudes of students

What is provided in the language course is filtered through the student's motives, attitudes, and also emotions. This affective filtering is extremely individualistic, resulting in a wide range of learning rates and outcomes (Dulay, Burt,

and Krashen 1982). Regarding long- and short-term motivation, as well as feelings and also attitudes regarding the language, their teachers, classmates, and learning materials, every class of students applying the same materials will be different from the others.

One apparent consequence for the materials developer is to diversify the instruction of languages as much as feasible depending on the variety of cognitive types and also affective attitudes expected to be found among an ordinary group of students (Larsen-Freeman and Long 1991). Some ways to do this are: presenting choices of several forms of text; giving a variety of activities to choose from; giving optional extras for more positive and motivated students; and offering variations.

- 13) Materials ought to allow for a silent period at the start of lesson

It has been demonstrated that delaying L2 speaking for beginners of a language till they have received adequate exposure to the target language and confidence in comprehending it can be tremendously beneficial. Most scholars, I believe, would agree that pushing immediate production in the new language might be detrimental to the reluctant speaker, both emotionally and linguistically. The

key idea is that the resources should not compel premature speaking in the target language, nor should they compel quiet.

- 14) Materials must maximize learning potential by fostering intellectual, artistic, and emotional participation that encourages either right- and left-brain functions.

Unless linked to other tasks which promote mental and affective processing, a tightly focused series of tasks that involve limited cognitive processing commonly results in shallow and ephemeral learning. A diversified set of tasks that place analytic, creative, evaluative, and rehearsal constraints on processing capacity, on the other hand, can lead to deeper and more permanent learning. To enable deeper learning, it is critical that the substance of the materials is not frivolous or mundane, and that it stimulates the learners' ideas and feelings. It is also essential that the exercises are not overly basic and cannot be completed without encouraging students' prior brains and also experience.

- 15) Materials shouldn't depend too heavily on controlled practice.

It is intriguing that there appears to be relatively little data indicating that regulated practice activities are beneficial. Sharwood-Smith (1981) claims that it is obvious and uncontroversial to declare that most spontaneous

accomplishment is achieved through practice, but he presents no evidence to back up this rather strong claim. Furthermore, Bialystok (1988) claims that automaticity is attained by practice but gives no data to back up her claim.

16) Materials ought to enable for feedback on outcomes

Feedback that prioritizes the efficacy of the outcome over the correctness of the output might lead to output being a profitable source of input. In other words, if the student's language is evaluated in connection to the reason for which it is used, that language has the potential to become a powerful and valuable source of knowledge regarding language use. Therefore, a student who fails to accomplish a specific communicative goal is more likely to benefit from feedback on the success of their language use than a student whose language is corrected without regard for any non-linguistic results. It is consequently critical for materials makers to ensure that language production practice have intended results other than only language practice.

B. Previous Related Study

These are some previous studies that might cover issues that the current study does. However, some of them studied about students' perception and textbooks.

Agustiana (2021), in her thesis title, discusses students' perception of electronic book (ebook) in learning English. Her object was an ebook used by fifth semester of English Study program Students at Muhammadiyah University of Makassar. The researcher employed questionnaires to gather data regarding students' perceptions, and descriptive qualitative analysis was used to analyze the data. In her research, she found that students' experiences during the learning process have led to negative perceptions about the usage of ebooks in English language instruction. Because they believe ebooks can't enhance their learning results, they feel less motivated to use ebooks to study English. The similarity with the author is that they both study student perception at a university. While the difference with the researcher is the object of research. That research object is an ebook, while the author's research object is a textbook.

Jannah (2019), in her thesis title, discusses teachers' perception on the use of english textbook in teaching English. Her object was a textebook used by EFL teachers at MAN 3 Kota Banda Aceh. This study used interviews and observation to collect data in a qualitative descriptive

approach. In her research, she found that teachers have positive opinions on the textbook. The textbook matched the needs, curriculum, and syllabus of the students. The similarity with the author is that they both research the textbook. The difference is that that research examines teachers' perception, while the author examines students' perception.

Rahmadani (2016), in her thesis title, discusses students' perception to the used of students' English textbook of 2013 curriculum. Her object was a textbook used by eight grade students of SMP Negeri 1 Telaga. Questionnaire and interview methods were used to get the data. The descriptive qualitative method was used to analyze the data. In her research, she found that the position of the students' perception of their English textbook was in the highest category. The similarity with the author is that they both examine students' perception of textbooks. The difference is that the subject of their research. That research subjects are junior high school students. Meanwhile, the author's research subjects are university students.

Hanif (2019), in her thesis title, discusses students' perception on English song for vocabulary enrichment. Her object was English songs. Questionnaire and interview methods were used to get the data. The survey research method was used to analyze data. In her research, she found that most of the students had positive perception related to the English songs could enrich students' vocabulary. The similarity with the author is that

they both research second semester students at a university. The difference is that the research design. That research design is a survey research method. Meanwhile, the author's research design is a descriptive qualitative method.

Setyahernadi (2022), in his thesis title, students' perception on the online learning at sixth semester of English Language Education Students. His research object was the online learning. To get the data he used a questionnaire and interview. The descriptive qualitative method was used to analyze data. In his research, he found that students have many negative perceptions related to online learning. The similarity with the author is that they both use the same research design. They both used a descriptive qualitative method. The difference is that the object of the research. The object of that research is online learning. Meanwhile, the author's research object is a textbook.

Table 2.1 Similarities and Differences

| No. | Writer | Title | Similarity | Difference |
|-----|--|---|---|--------------------------------------|
| 1. | Andi Agustiana (2021) | Students' Perception of Electronic Book (ebook) in Learning English. | Focus on university students' perception. | The object of the research. |
| 2. | Raudhatul Jannah (2019) | Teachers' Perception on the Use of English Textbook in Teaching English. | Focus on perception on a textbook. | The subject of the research. |
| 3. | Rahmadani (2016) | Students' Perception to the Used of Students' English Textbook of 2013 Curriculum | Focus on perception on a textbook. | The subject of the research. |
| 4. | Fauzan Hanif (2019) | Students' Perception on Englis Song for Vocabulary Enrichment. | Focus on perceptions of second semester students at a university. | The research design of the research. |
| 5. | Farhan Fadhlurrahman Setyahernadi (2022) | Students' Perception on the online Learning. | The research design of the research. | The object of the research. |

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design of this study conducted by using descriptive qualitative research. According to Sidiq and Choiri (2019), qualitative research is research where the goal is to understand the events experienced by research subjects. For example, perception, action, motivation, behavior, and others. It is carried out thoroughly in a descriptive way using methods that are commonly used optimally in a certain natural context without human intervention. Samsu (2017) said that descriptive research is research that aims to explore and describe an event, symptom, or social reality. Descriptive research contains a description of the variables related to the problem or topic studied. The relationship between variables is not an issue in descriptive research, this research is more aimed at attracting the generation that results in events, symptoms, or social realities occurring.

In this study, the researcher used a descriptive qualitative method. This research uses qualitative research because the data is presented in this research not in the form of numbers but in the form of words. This research explains about students' perception on the use of English Textbook "Basic English Grammar 2" which is used by the second semester students of English language education Study program of UIN Raden Mas Said Surakarta.

B. Research Setting

1. Place of the Research

This research conducted at UIN Raden Mas Said Surakarta, which was formerly known as the State Islamic College (STAIN) Surakarta, then changed its status to become the State Islamic Institute (IAIN) Surakarta. UIN Raden Mas Said Surakarta is an Islamic state university within the Ministry of Religion of the Republic of Indonesia. It is located at Jl. Pandawa, Hamlet IV, Pucangan, Kartasura, Sukoharjo, Central Java, Indonesia (57168).

2. Time of the Research

The researcher conducted this research on April 2023 – December 2023.

Table 3.1 Research Schedule

| Activities | Month | | | | | |
|--|-------|-----|------|------|-----|-----|
| | April | May | June | July | Nov | Dec |
| Pre-research | | | | | | |
| Proposal writing and guidance | | | | | | |
| Proposal seminar | | | | | | |
| Research data collection | | | | | | |
| Analyzing the data, writing research report and guidance | | | | | | |
| Thesis examination | | | | | | |

C. Research Subject

The subjects of the research were the English language education Students who study in the second semester at UIN Raden Mas Said Surakarta

specifically students of class B. This class consists of 32 students with 29 female students and 3 male students. In this research, the researcher conducted interviewed using some question related to the students' perception and the existence of the English Textbook "Basic English Grammar 2" which is used by the second semester students of English language education Study program of UIN Raden Mas Said Surakarta.

D. Data and Source of the Data

Samsu (2017) stated that data sources are things or people which is where the researcher observes, reads, and asks questions about data in the form of places, papers, or people. The word "data source" focuses on the various types of information the researcher obtains from his informants and where the data is obtained. Research informants are people who can provide information or respond to research data.

This study used questionnaires and interviews, researcher will take the data from informants. The informants appointed in this study are the second semester students in class 2B of English language education Study program of UIN Raden Mas Said Surakarta that consist of 32 Students.

E. Research Instrument

The instrument of this study is the researcher herself. According to Sidiq and Choiri (2019), in qualitative research, the researcher is the key instrument or the main research tool. The data collection instruments are questionnaires and interviews. The research instrument is part of the data collection technique.

Table 3.2 Questionnaire Blueprint

| Materials | |
|--|------------|
| Indicators | Statements |
| Make an impact | 1,2,3,4 |
| Help students to feel comfortable | 5 |
| Build confidence (encourage) | 6 |
| Useful and relevant | 7 |
| Pay attention to student readiness | 8 |
| Authentic | 9 |
| Communicative | 10 |
| Pay attention to different learning styles | 11 |
| Maximize learning potential | 12 |
| Provide opportunities for outcome feedback | 13 |
| Exercises | |
| Indicators | Statements |
| Make an impact | 1,2,3,4 |
| Help students to learn (not just testing) | 5 |
| Build confidence (encourage) | 6 |
| Useful and relevant | 7 |
| Pay attention to student readiness | 8 |
| Authentic | 9 |
| Communicative | 10 |
| Pay attention to different learning styles | 11 |
| Maximize learning potential | 12 |
| Provide opportunities for outcome feedback | 13 |

Table 3.3 Interviews Guide

| Students' Perception on the Use of English Textbook "Basic English Grammar 2" in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023 | |
|---|---|
| No. | Questions |
| 1. | Do the materials and exercises in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)? |
| 2. | Do the materials and exercises in the book have novelty (e.g. uncommon topics, text, or discourse as well as uncommon activities)? |
| 3. | Does the book have a variety of materials and exercises (e.g. different types of texts and sources as well as different types of instructions and unexpected activities)? |
| 4. | Does the book have interesting material (e.g interesting topics, something new, global themes, and local guidance)? |
| 5. | Does the book have exercises that require students to think? |
| 6. | Does the book help students feel comfortable (e.g. material that is appropriate to the learners' culture and the presence of white space)? |
| 7. | Do the exercises in the book help students learn (not just test them)? |
| 8. | Do the materials and exercises in the book encourage students to go a little beyond their abilities (e.g with deep and detailed material)? |
| 9. | Do the materials and exercises in the book encourage students to go a little beyond their abilities (e.g with stimulating, challenging, but realistic exercises)? |
| 10. | Are the materials in the book useful and relevant (for example with materials that are relate to students' interests and relevant to real life)? |
| 11. | Are the exercises in the book useful and relevant (for example with tasks that are fascinating, challenging, and relevant to real life)? |
| 12. | Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)? |

| | |
|---|---|
| 13. | Do the materials and exercises in the book describe authentic learning (how the language is commonly used)? |
| 14. | Do the materials and exercises in the book use the target language to achieve communicative goals? |
| 15. | Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc.) |
| 16. | Are the materials in the book able to maximize learning potential (e.g providing detailed and in-depth content and stimulating students' thoughts and feelings)? |
| 17. | Are the exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains)? |
| 18. | Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)? |
| The Existence of English Textbook “Basic English Grammar 2” in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023 | |
| 19. | What do you think about using the book? Do you think this book can be recommended for grammar learners? |
| 20. | Does the textbook have any strengths and weaknesses? What is your suggestion for this book? |

F. Technique of Collecting Data

According to Fiantika et al. (2022), several ways of collecting data are observation, interviews, questionnaires, documentation, or a combination of those mentioned earlier. In this study, the researcher will use questionnaires and interview techniques to collect the data.

1. Questionnaires

Sugiyono (2013) explained that a questionnaire is a data collection technique in which respondents are given and asked to answer a series of

questions or written statements. The type of questionnaires that will be used in this study is closed-ended questionnaire. According to (Sugiyono, 2013) closed-ended questions will facilitate and help respondents and the researcher in answering and analyzing the data collected.

2. Interview

According to Fiantika et al. (2022), interviews are a question-and-answer dialogue to exchange ideas or information that can generate meaning about a particular topic. If the researcher wants to conduct a preliminary study on a topic to be studied and wants to know things about informants in more depth. Then the interview can be one of the most useful data collection techniques.

In this study, the interviews that will be used are structured interviews. Fiantika et al. (2022) said that structured interviews are used when the researcher already knows what will be obtained with certainty. In the structured interview method, the researcher will ask questions to the informant, then the researcher will record them. The researcher has prepared several questions and alternative questions for students. This research interview contains students' perceptions of the textbook "Basic English Grammar 2". The technique used in this research is rewriting, writing, and analyzing data. Interviews will be conducted in person or face-to-face. The researcher will interview 5 students: 3 female students and 2 male students.

G. Trustworthiness of the Data

Triangulation is a data collection technique that combines various techniques and data sources. The researcher also tested the credibility of the data by collecting it using triangulation (Sugiyono, 2013). According to Haryoko et al. (2020), several types of triangulation techniques are as follows:

1. Source Triangulation

Source triangulation is re-examining the level of trust in data obtained from a variety of different sources.

2. Theory Triangulation

Theoretical triangulation uses a combination of several theories according to the focus of the research being studied.

3. Method Triangulation

Triangulation method is used to check the correctness of research data. To get the same information, this triangulation can use many data collection methods.

The triangulation used in this research is method and source triangulation because the researcher compares and checks the credibility of information from the different methods and informants.

H. Technique of Analyzing the Data

The information obtained from the test was analyzed using Likert Scale techniques, with each statement denoted by the following letters: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

There is a point value assigned to each response. Score is calculated by adding the points assigned to each statement.

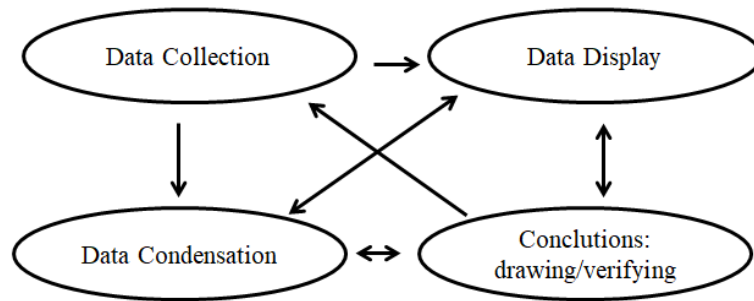
The researcher used a likert scale to examine the research data. According to Wijayanti (2019), Likert scale is used to evaluate a variety of characteristics, including a person's or group's attitude, opinion, and perception of the social phenomena under study. The social phenomenon that the researcher has determined specifically. Therefore, the variable of this research is student's perception on the use of English Textbook "Basic English Grammar 2".

Table 3.4 Score of The Students' Questionnaire Answers

| Score | Category |
|-------|-------------------|
| 1 | Strongly Disagree |
| 2 | Disagree |
| 3 | Neutral |
| 4 | Agree |
| 5 | Strongly Agree |

The interval score was used by the researcher to examine the category of questionnaire after data collection.

The researcher conducted descriptive qualitative research to analyze the data. Calculations are not used in the qualitative approach of research. According to Miles, Huberman, and Saldana (2014), there are three sets of phases that are carried out in data analysis, consisting of:



Picture 3.1 Componens of Data Analysis

1. Data Condensation

Data condensation is the process of selecting, concentrating, simplifying, abstracting, and changing the data contained in the complete body of papers, copies of interviews, field notes, and other empirical materials. Through the data condensation process, the data will become stronger. In this study, the researcher selects the data obtained during the investigation regarding students' perceptions on the use of the English Textbook "Basic English Grammar 2. The researcher selected the interview data from the students who gave the interviewee with the most detailed information.

2. Data Display

Data Display is an organized and dense collection of information that can be used to draw conclusions and take action. The views discussed include various charts, graphs, matrices and networks. It was created to collect structured information in a concise and easily accessible format. In this study, analysis is carried out to determine students' perceptions regarding the English Textbook "Basic English Grammar 2".

3. Drawing and Verifying Conclusions

The researcher concludes lightly, upholding transparency and skepticism, but the conclusion remains, vague at first, then clearer and more realistic. The meaning derived from the data must be tested for its truth, strength, affirmation, namely its validity. The researcher continues to work between the four nodes starting from data collection to condensation, display, and drawing conclusions or verification for the rest of the research.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. RESEARCH FINDINGS

1. Students' Perception on the Use of English Textbook "Basic English Grammar 2" in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023

The findings of this research were taken from a phenomenon that occurred among English language education students in the second semester. The total is thirty-two students, consisting of 3 male students and 29 female students. Questionnaires were distributed to all these students. In interviewing students, the researcher only selected 4 students. The researcher gave 18 questions to show students' perceptions and find the results. These interview questions can be seen in the interview guide in the attachment section.

There were 26 questions about students' perceptions on the use of the English textbook "Basic English Grammar 2" in the second semester students in the questionnaire that used a Google Form. There are answer choices in the form of Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The researcher gave questionnaire questions in English. The researcher found several data which will be explained as follows:

Table 4.1 Questionnaire Results

| No. | Statements | SD | D | N | A | SA |
|-----|--|-------------|---------------|---------------|---------------|--------------|
| | Materials | | | | | |
| 1. | The materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest). | 0 | 2 (6,3%) | 5 (15,6%) | 20 (62,5%) | 5 (15,6%) |
| 2. | The materials in the book have novelty (for example uncommon topics, text, or discourse). | 1 (3,1%) | 15 (46,9%) | 12 (37,5%) | 4 (12,5%) | 0 |
| 3. | The book has a variety of materials (e.g. different types of texts and sources). | 1 (3,1%) | 14 (43,8%) | 4 (12,5%) | 12 (37,5%) | 1 (3,1%) |
| 4. | The book has interesting materials (for example interesting topics, something new, global themes, and local guidance) | 1 (9,4%) | 4 (12,5%) | 8 (25%) | 16 (50%) | 1 (3,1%) |

| | | | | | | |
|----|--|-------------|--------------|--------------|---------------|-------------|
| 5. | The book helps students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space). | 0 | 5 (15,6%) | 6 (18,8%) | 19 (59,4%) | 2 (6,3%) |
| 6. | The materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material). | 1 (3,1%) | 1 (3,1%) | 8 (25%) | 21 (65,6%) | 1 (3,1%) |
| 7. | The materials in the book are useful and relevant (for example, with materials that are relate to students' interest and relevant to real life). | 0 | 2 (6,3%) | 4 (12,5%) | 23 (71,9%) | 3 (9,4%) |
| 8. | The materials in the book pay attention to student readiness (such as | 0 | 4 (12,5%) | 9 (28,1%) | 18 (56,3%) | 1 (3,1%) |

| | | | | | | |
|-----|---|-------------|---------------|---------------|---------------|-------------|
| | creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material). | | | | | |
| 9. | The materials in the book describe authentic learning (how the language is commonly used | 1 (3,1%) | 0 | 3 (9,4%) | 25 (78,1%) | 3 (9,4%) |
| 10. | The materials in the book use the target language to achieve communicative goals | 0 | 0 | 6 (18,8%) | 23 (71,9%) | 3 (9,4%) |
| 11. | The materials in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc.) | 2 (6,3%) | 17 (53,1%) | 10 (31,3%) | 2 (6,3%) | 1 (3,1%) |
| 12. | The materials in the book able to maximize | 0 | 15 (46,9%) | 8 (25%) | 7 (21,9%) | 2 (6,3%) |

| | | | | | | |
|-----|--|-------------|---------------|--------------|---------------|-------------|
| | learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings). | | | | | |
| 13. | The materials in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use). | 1 (3,1%) | 2 (6,3%) | 4 (12,5%) | 24 (75%) | 1 (3,1%) |
| | Exercises | | | | | |
| 1. | The exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest). | 1 (3,1%) | 1 (3,1%) | 5 (15,6%) | 22 (68,8%) | 3 (9,4%) |
| 2. | The exercises in the book have novelty (for example uncommon activity). | 1 (3,1%) | 15 (46,9%) | 8 (25%) | 7 (21,9%) | 1 (3,1%) |

| | | | | | | |
|----|--|-------------|--------------|--------------|---------------|--------------|
| 3. | The book has a variety of exercises (e.g. different types of instructions and unexpected activity). | 0 | 4 (12,5%) | 7 (21,9%) | 19 (59,4%) | 2 (6,3%) |
| 4. | The book has exercises that require students to think. | 0 | 0 | 6 (18,8%) | 20 (62,5%) | 6 (18,8%) |
| 5. | The exercises in the book help students learn (not just test them). | 0 | 4 (12,5%) | 4 (12,5%) | 20 (62,5%) | 4 (12,5%) |
| 6. | The exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises). | 1 (3,1%) | 1 (3,1%) | 9 (28,1%) | 19 (59,4%) | 2 (6,3%) |
| 7. | The exercises in the book are useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life). | 0 | 0 | 5 (15,6%) | 25 (78,1%) | 2 (6,3%) |

| | | | | | | |
|-----|---|-------------|---------------|---------------|---------------|-------------|
| 8. | The exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous exercises). | 0 | 2 (6,3%) | 11 (34,4%) | 18 (56,3%) | 1 (3,1%) |
| 9. | The exercises in the book describe authentic learning (how the language is commonly used). | 0 | 1 (3,1%) | 9 (28,1%) | 20 (62,5%) | 2 (6,3%) |
| 10. | The exercises in the book use the target language to achieve communicative goals. | 0 | 0 | 12 (37,5%) | 19 (59,4%) | 1 (3,1%) |
| 11. | The exercises in the book pay attention to the students' different learning styles (for example visual, study, | 2 (6,3%) | 15 (46,9%) | 10 (31,3%) | 4 (12,5%) | 1 (3,1%) |

| | | | | | | |
|-----|---|---|-------------|---------------|---------------|-------------|
| | analytical, global etc.). | | | | | |
| 12. | The exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains). | 0 | 3 (9,4%) | 10 (31,3%) | 16 (50%) | 3 (9,4%) |
| 13. | The exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use). | 0 | 2 (6,3%) | 8 (25%) | 20 (62,5%) | 2 (6,3%) |

a. Materials

1) Make an Impact

The first is students' perceptions regarding the impact of the material in the textbook. Based on the results of the questionnaire, it can be seen that students felt that the material in the textbook had a real impact on them. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 6.3% chose not to agree out of 32 respondents, which means 2 respondents chose the statement. 15.6% chose neutral out of 32 respondents, which means 5 respondents chose the statement. A total of 62.5% chose to agree from 32 respondents, which means 20 respondents chose the statement. Apart from that, 15.6% chose strongly agree out of 32 respondents, which means 5 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook has a real impact on students. This was supported by the results of interviews conducted with several students. Students who have positive perceptions are MKN. MKN said:

Menurut saya, materi di dalam buku grammar 2 itu menarik rasa ingin tahu saya karena setiap materi itu dijelaskan dengan singkat dan jelas. Penyusunan sub bab-nya rapi sehingga nyaman ketika dibaca. Dan di bukunya itu ada penekanan seperti huruf miring dan garis bawah, jadi lebih memudahkan saya saat membaca bukunya. [In my opinion, the material in the grammar 2 book attracted my curiosity because each material was explained briefly and clearly. The sub-chapters are neatly arranged so they are comfortable to read. And in the book there is

emphasis such as italics and underlining, so it makes it easier for me to read the book.]

This was supported by another informant, SL. SL said:

Ya. Menurut saya, apabila sudah membaca buku tersebut ada kemauan untuk bisa mempelajari lebih lanjut agar lebih paham. [Yes. In my opinion, if you have read the book, there will be a desire to learn more so that you understand better.]

There are several other things that need to be considered regarding the impact of material in a textbook such as novelty, variety, and interest. Based on the results of the questionnaire, it can be seen that students felt that the material in the book did not have much novelty. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 46.9% chose to disagree out of 32 respondents, which means 15 respondents chose the statement. 37.5% chose neutral out of 32 respondents, which means 12 respondents chose the statement. A total of 12.5% chose to agree out of 32 respondents, which means 4 respondents chose the statement. Then, 0% chose strongly agree out of 32 respondents, which means 0 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The material in the textbook does not have much novelty. This was supported by the results of interviews conducted with several students. A student who has a negative perception is MKN. MKN said:

Menurut saya materi di buku grammar 2 ini nggak terlalu unik kak. Contoh-contoh kalimat yang digunakan itu masih umum dan termasuknya mudah, seperti house, family, dan lain-lain. Tapi mungkin kebaruannya itu lebih ke penggunaan bahasa di dalam penjelasan materinya. Karena buku ini kan ditulis sama dosen UIN sendiri ya, jadi bahasanya itu nggak sekedar copas google, jadi murni bahasa dosennya sendiri. [In my opinion, the material in grammar book 2 is not very unique. The examples of sentences used are still general and include easy ones, such as house, family, and so on. But perhaps the novelty is more about the use of language in the explanation of the materials. Because this book was written by UIN lecturers themselves, so the language isn't just copied from Google, so it's purely the lecturers' own language.]

This was supported by another informant, NK. NK said:

Sepertinya tidak, soalnya materi dalam buku tersebut yang diambil contoh kalimat dalam bentuk umum. [It seems not, because the material in the book is taken as examples of sentences in general form.]

Then, it is related to the variety of the material. Based on the results of the questionnaire, it can be seen that students felt that the material in the textbook did not have much variation. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 43.8% chose to disagree out of 32 respondents, which means 14 respondents chose the statement. 12.5% chose neutral out of 32 respondents, which means 4 respondents chose the statement. A total of 12.5% chose to agree out of 32 respondents, which means 4 respondents chose the statement. Then, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The material in the textbook does not have much variety. This was supported by the results of interviews conducted with several students. The student who has a negative perception is NK. NK said:

Sedikit tidak setuju, karena yang terdapat pada materi hampir semua sub-bab modelnya sama. Untuk materi hanya terdapat penjelasan umum dan contoh. [Slightly disagree, because almost all of the sub-chapters have the same model in the materials. For materials there are only general explanations and examples.]

This was supported by another informant, MKN. MKN said:

Menurutku nggak terlalu beragam sih kak. Materinya itu biasanya cuma kasih penjelasan sama contoh kalimat. [I don't think it's very diverse. The materials usually only provide explanations and example sentences.]

Apart from that, there is also something related to interesting material. Based on the results of the questionnaire, it can be seen that students felt that the material in the textbook was interesting. A total of 9.4% chose to strongly disagree out of 32 respondents, which means 3 respondents chose the statement. 12.5% chose to disagree out of 32 respondents, which means 4 respondents chose the statement. 25% chose neutral out of 32 respondents, which means 8 respondents chose the statement. A total of 50% chose to agree out of 32 respondents, which means 16 respondents chose the statement. Then, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook is interesting. This was supported by the results of interviews conducted with several students. A student who has a positive perception is SL. SL said:

Kebanyakan materi yang menarik menurut saya adalah materi yang mudah dipahami. Karena kalau saya merasa paham, saya jadi merasa ingin membuktikan apakah saya benar-benar paham atau tidak. [Most interesting material in my opinion is material that is easy to understand. Because if I feel like I understand, I feel like I want to prove whether I really understand or not.]

This was supported by another informant, AF. AF said:

Benar, dengan buku yang memuat materi yang menarik, mampu menjadikan lebih semangat dalam melakukan pembelajaran. [It's true, this book contains interesting materials so it can make more enthusiastic about learning.]

2) Help Students Feel Comfortable

Furthermore, there are students' perceptions regarding comfort in studying the textbook. Based on the results of the questionnaire, it can be seen that students felt that the book provided comfort for them. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 15.6% chose to disagree out of 32 respondents, which means 5 respondents chose the statement. 18.8% chose neutral out of 32 respondents, which means 6 respondents chose the statement. A total of 59.4% chose to agree from 32 respondents, which means 19 respondents chose the statement. Apart from that, 6.3% chose

strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. This textbook provides a feeling of comfort for students when studying it. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is MKN. MKN said:

Menurut saya buku grammar ini bikin saya nyaman kak. Menurut saya white space antara sub-bab itu udah cukup pas, jadi isinya nggak keliatan kayak tulisan semua. Ukuran font-nya juga oke, nggak terlalu kecil ataupun besar. Yang paling penting bukunya ini juga mudah dibuka kak. Biasanya kan buku itu ada yang kalo semakin ke tengah semakin susah dibuka kan, nah di buku grammar ini untungnya nggak. Jadi bikin nyaman buat dibaca ataupun nulis jawaban soal. Lalu untuk materinya sudah sesuai dengan budaya siswa. Seperti yang sudah saya bilang, isi materinya itu lebih ke topik sehari-hari. Jadi sama sekali nggak ada topik yang mungkin menyinggung orang lain. [I think this grammar book makes me comfortable. In my opinion, the white space between the sub-chapters is quite appropriate, so the content doesn't look like it's just all text. The font size is also okay, not too small or big. The most important thing is that this book is also easy to open. Usually there are books where the closer you get to the middle, the harder it is to open, right? Fortunately, in this grammar book, it's not like that. So it makes it comfortable to read or write answers to questions. Then the materials are appropriate to the student's culture. As I said, the content of the materials is more about everyday topics. So, there are absolutely no topics that might offend other people.]

This was supported by another informant, NK. NK said:

Setuju, karena di buku disediakan beberapa halaman kosong jadi bisa dijadikan catatan tambahan jika tidak bawa buku tulis, terus juga buat nyatat garis besar tiap sub-bab jadi nggak perlu bolak-balik halaman. [Agree, because the book provides several blank pages so you can use them as additional notes if you don't bring a

notebook, and also make a clear outline of each sub-chapter so you don't have to go back and forth between pages.]

3) (Build Confidence) Encourage

The next student perception is regarding encouragement in the textbook material. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook provides encouragement for them to go a little beyond their abilities. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 3.1% chose not to agree out of 32 respondents, which means 1 respondent chose the statement. 25% chose neutral out of 32 respondents, which means 8 respondents chose the statement. A total of 65.6% chose to agree from 32 respondents, which means 21 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook provides encouragement for students to go a little beyond their abilities. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is SL. SL said:

Ya. Karena sebelumnya saya belum mengetahui materi tersebut, atau mungkin hanya mengetahui sekilas tentang materi tersebut. Namun

setelah membaca atau mempelajari buku tersebut, ada hal-hal yang membuat saya mengetahui lebih dalam tentang materi tersebut. [Yes. Because previously I didn't know about these materials, or maybe only knew briefly about these materials. However, after reading or studying the book, there were things that made me know more about those materials.]

This was supported by another informant, MKN. MKN said:

Menurut saya buku ini cukup membantu saya untuk sedikit melampaui kemampuan saya. Karena biasanya selalu ada pengertian, rumus, dan contoh kalimat. Nah, di contoh kalimat itu biasanya ada penjelasannya juga, jadi nggak cuma sekedar ngasih contoh. Tapi menurut saya materi di dalam buku ini nggak terlalu detail dan mendalam. Buku grammar ini tuh singkat, padat, jelas. Jadi nggak terlalu mendalam, tapi cukup bagus buat nambah pengetahuan. [I think this book is enough to help me to go a little beyond my abilities. Because usually there are always definitions, formulas and example sentences. Well, in the example sentences there is usually an explanation too, so it's not just giving an example. But in my opinion the materials in this book are not very detailed and in-depth. This grammar book is short, concise, clear. So it's not too in-depth, but it's good enough to increase my knowledge.]

4) Useful and Relevant

The next student perception is regarding the usefulness and relevance of the textbook material. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook is useful and relevant. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 6.3% chose not to agree out of 32 respondents, which means 2 respondents chose the statement. 12.5% chose neutral out of 32 respondents, which means 4 respondents chose the statement. A total of 71.9% chose to agree from 32 respondents, which means 23 respondents chose the statement. Apart from that, 9.4%

chose strongly agree out of 32 respondents, which means 3 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook is useful and relevant. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is AF. AF said:

Iya benar materi yang terdapat dalam buku bermanfaat dan relevan. Materi yang sesuai dengan minat dapat memotivasi untuk terlibat lebih dalam dalam pembelajaran. Relevansi dengan kehidupan nyata memberikan konteks yang lebih kuat dan membuat lebih mudah memahami keterkaitan antara konsep akademis dan pengalaman sehari-hari. [Yes, it is true that the materials in the book are useful and relevant. Materials that match your interests can motivate you to become more involved in learning. Relevance to real life provides a stronger context and makes it easier to understand the connection between academic concepts and everyday experiences.]

This was supported by another informant, MKN. MKN said:

Menurut saya materi di buku ini sangat bermanfaat dan relevan. Karena setelah saya belajar pakai buku ini, saya jadi lebih peka kalau lagi baca teks bahasa inggris. Jadi saya kayak, "Oh, ini contoh kalimat dari materi yang ada di buku". Jadi kadang saya baca teks sambil analisis grammar dikit-dikit. Dan materi ini bermanfaat juga dalam membantu menulis, karena materi di semester 2 itu kan lebih ke phrase dan tenses, jadi bener-bener membantu saya untuk bikin kalimat yang lebih upgrade grammarnya. [I think the material in this book is very useful and relevant. Because after I learned to use this book, I became more sensitive when reading English texts. So I was like, "Oh, these are examples of sentences from the materials in the book." So sometimes I read the text while analyzing the grammar a little. And this material is also useful in helping me write, because the materials in semester 2 are more about phrases and tenses, so it really helps me to make sentences that have more grammar upgrades.]

5) Pay Attention to Students' Readiness

The next student perception is whether the material in the textbook pays attention to the students' readiness. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook pays attention to student readiness. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 12.5% chose to disagree out of 32 respondents, which means 4 respondents chose the statement. 28.1% chose neutral out of 32 respondents, which means 9 respondents chose the statement. A total of 56.3% chose to agree from 32 respondents, which means 18 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook pays attention to student readiness. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is SL. SL said:

Menurut saya iya. Karena materi tersebut sudah disusun secara teratur. Selain itu, dosen juga ikut membantu siswa memperoleh penguasaan yang cukup terhadap materi sebelumnya. [I think yes. Because the materials have been arranged in an orderly manner. Apart from that, lecturers also help students gain sufficient mastery of previous materials.]

This was supported by another informant, AF. AF said:

Benar, materi di dalam buku memperhatikan kesiapan. Dengan begitu, buku tersebut dapat memberikan pengalaman pembelajaran yang lebih efisien, membantu untuk membangun pemahaman secara bertahap. [That's right, the materials in the book pay attention to readiness. That way, the book can provide a more efficient learning experience, helping to build understanding gradually.]

6) Authentic

The next student perception is regarding the authenticity of the material in the textbook. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook describes authentic learning. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 0% chose not to agree from 32 respondents, which means 0 respondents chose the statement. 9.4% chose neutral out of 32 respondents, which means 3 respondents chose the statement. A total of 78.1% chose to agree from 32 respondents, which means 25 respondents chose the statement. Apart from that, 9.4% chose strongly agree out of 32 respondents, which means 3 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook is authentic. This was supported by the results of interviews conducted with several students. The student who has a positive perception is NK. NK said:

Iya benar, materi menggambarkan pembelajaran otentik. Dengan begitu, materi jadi mudah dipahami. [Yes, that's right, materials depict authentic learning. Therefore, the materials become easy to understand.]

This was supported by another informant, SL. SL said:

Menurut saya iya. Buku tersebut mempunyai materi yang menggambarkan pembelajaran otentik. [I think yes. The book has materials that describe authentic learning.]

7) Communicative

The next student perception is regarding the use of language and goals in the textbook material. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook uses the target language to achieve communicative goals. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 0% chose not to agree from 32 respondents, which means 0 respondents chose the statement. 18.8% chose neutral out of 32 respondents, which means 6 respondents chose the statement. A total of 71.9% chose to agree from 32 respondents, which means 23 respondents chose the statement. Apart from that, 9.4% chose strongly agree out of 32 respondents, which means 3 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook uses the target language to achieve communicative goals. This

was supported by the results of interviews conducted with several students.

One of the students who has a positive perception is NK. NK said:

Setuju. Karena pemilihan kosa-kata bagi saya masih yang basic jadi mudah saya pahami isi dari materi di buku tersebut. Jika untuk berkomunikasi dengan orang lain sepertinya bisa. Karena bahasa di materi mudah untuk diartikan dan dipahami, jadi jika ingin menjelaskan ulang ke orang lain bisa dengan mudah [Agree. Because the choice of vocabulary for me is still basic, it is easy for me to understand the contents of the materials in the book. If you want to communicate with other people, it seems possible. Because the language in the materials is easy to interpret and understand, so if you want to explain it to someone else. I can do it easily.]

This was supported by another informant, AF. AF said:

Iya benar dengan begitu dapat memfasilitasi pemahaman terhadap konsep-konsep yang diajarkan. [Yes, it is true that this can facilitate understanding of the concepts being taught.]

8) Pay Attention to Different Learning Styles

The next student perception is whether the material in the textbook takes into account the different learning styles of students. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook does not pay attention to differences in student learning. A total of 6.3% chose to strongly disagree out of 32 respondents, which means 2 respondents chose the statement. 53.1% chose not to agree from 32 respondents, which means 17 respondents chose the statement. 31.3% chose neutral out of 32 respondents, which means 10 respondents chose the statement. A total of 6.3% chose to agree out of 32 respondents, which means 2 respondents chose the statement. Apart from that, 3.1% chose

strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The material in the textbook does not take into account the different learning styles of students. This was supported by the results of interviews conducted with several students. One of the students who has a negative perception is MKN. MKN said:

Materi di buku grammar ini tidak memperhatikan macam-macam gaya belajar siswa karena bukunya bisa dibilang full berisi teks. Jadi untuk siswa yang suka gaya belajar visual jelas tidak akan cocok. [The materials in this grammar book do not pay attention to various student learning styles because the book can be said to be full of text. So for students who like a visual learning style it will clearly not be suitable.]

This was supported by another informant, SL. SL said:

Menurut saya tidak. Buku tersebut berbentuk buku teks biasa dan tidak terdapat visual. [I don't think so. The book is in the form of a regular textbook and does not contain visuals.]

9) Maximize Learning Potential

The next student perception is whether the material in the textbook maximizes learning potential. Based on the results of the questionnaire, it can be seen that students felt that the material in the textbook did not really maximize learning potential. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 46.9% chose to disagree out of 32 respondents, which means 15 respondents chose

the statement. 25% chose neutral out of 32 respondents, which means 8 respondents chose the statement. A total of 21.9% chose to agree from 32 respondents, which means 7 respondents chose the statement. Apart from that, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The material in the textbook does not really maximize students' learning potential. This was supported by the results of interviews conducted with several students. The student who has a negative perception is NK. NK said:

Kurang setuju. Jika dikatakan maksimal sepertinya kurang tepat karena hanya dijabarkan garis-garis besarnya. [Don't agree. If you say maximum, it doesn't seem right because it only explains the outline.]

This was supported by another informant, AF. AF said:

Kurang setuju, materi yang disajikan sekedar pengantar dan perlu ada penjelasan lebih dari si dosen nya agar mudah dipahami. [I don't agree, the material presented is just an introduction and there needs to be more explanation from the lecturer so that it is easy to understand.]

10) Provide Opportunities for Outcome Feedback

The next student perception is regarding the outcome feedback in the textbook material. Based on the results of the questionnaire, it can be seen that students feel that the material in the textbook provides opportunities for outcome feedback. A total of 3.1% chose to strongly disagree out of

32 respondents, which means 1 respondent chose the statement. 6.3% chose not to agree out of 32 respondents, which means 2 respondents chose the statement. 12.5% chose neutral out of 32 respondents, which means 4 respondents chose the statement. A total of 75% chose to agree from 32 respondents, which means 24 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook provides opportunities for outcome feedback for students. This was supported by the results of interviews conducted with several students.

Students who have positive perceptions are AF. AF said:

Iya, dapat mengevaluasi dan dapat digunakan di kehidupan nyata. [Yes, it can be evaluated and can be used in real life.]

This was supported by another informant, NK. NK said:

Sedikit setuju. Biasanya setelah paham dengan materi, saya bisa memperbaiki grammar saya saat membuat kalimat. [Slightly agree. Usually after understanding the materials, I can improve my grammar when making sentences.]

b. Exercises

1) Make an Impact

The first is the student's perception regarding the impact of the exercises in the textbook. Based on the results of the questionnaire, it can be seen that students felt that the exercises in the textbook had a real impact on

them. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 3.1% chose not to agree out of 32 respondents, which means 1 respondent chose the statement. 15.6% chose neutral out of 32 respondents, which means 5 respondents chose the statement. A total of 68.8% chose to agree from 32 respondents, which means 22 respondents chose the statement. Apart from that, 9.4% chose strongly agree out of 32 respondents, which means 3 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook have a real impact on students. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is MKN. MKN said:

Menurut saya soal latihannya itu jelas menarik rasa ingin tahu saya karena exercise nya itu biasanya soalnya bertahap dari yang mudah dulu. Misalnya di bab noun phrase, awalnya kita cuma disuruh menggaris bawahi yang mana yang termasuk noun phrase. Setelah itu, soalnya lebih susah lagi seperti mengubah clause ke bentuk phrase, lalu menyusun noun phrase sendiri. Jadi beneran menuntut perhatian saya buat fokus ngerjain soalnya. Bikin saya greget untuk ngerjain exercise nya. [In my opinion, the exercise questions clearly attracted my curiosity because the exercises are usually gradual, starting from the easy ones first. For example, in the noun phrase chapter, initially we were only asked to underline which ones were noun phrases. After that, the problems are even more difficult, such as changing the clause to phrase form, then constructing your own noun phrase. So it really demands my attention to focus on doing the problem. Makes me excited to do the exercises.]

This was supported by another informant, AF. AF said:

Iya, latihan-latihan yg terdapat dalam buku dapat memberikan dampak nyata bagi saya. Latihan yang dirancang dengan baik dapat menantang, merangsang rasa ingin tahu, dan memperkuat pemahaman. [Yes, the exercises in the book can have a real impact on me. Well-designed exercises can challenge, stimulate curiosity, and strengthen understanding.]

There are several other things that need to be considered regarding the impact of material in a textbook such as novelty, variety, and require to think. Based on the results of the questionnaire, it can be seen that students felt that the exercises in the textbook did not have much novelty. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement. 46.9% chose to disagree out of 32 respondents, which means 15 respondents chose the statement. 25% chose neutral out of 32 respondents, which means 8 respondents chose the statement. A total of 21.9% chose to agree from 32 respondents, which means 7 respondents chose the statement. Then, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The exercises in the textbook do not have much novelty. This was supported by the results of interviews conducted with several students. One of the students who has a negative perception is MKN. MKN said:

Menurut saya soal latihan di buku grammar 2 ini nggak terlalu unik kak. Contoh-contoh kalimat yang digunakan itu masih umum dan

termasuknya mudah, seperti house, family, dll. Tapi mungkin kebaruannya itu lebih ke penggunaan bahasa di dalam penjelasan materinya. Karena buku ini kan ditulis sama dosen UIN sendiri ya, jadi bahasanya itu nggak sekedar copas google, jadi murni bahasa dosennya sendiri. [In my opinion, the exercises in grammar book 2 are not very unique. The examples of sentences used are still general and include easy ones, such as house, family, etc. But perhaps the novelty is more about the use of language in explaining the material. Because this book was written by a UIN lecturer himself, so the language isn't just copied from Google, so it's purely the lecturer's own language.]

This was supported by another informant, NK. NK said:

Sepertinya tidak, soalnya latihan dalam buku tersebut yang diambil contoh kalimat dalam bentuk umum. [It seems not, because the exercises in the book are examples of sentences in general form.]

Then it relates to the variety of the exercises. Based on the results of the questionnaire, it can be seen that students felt that the exercises in the textbook had many variations. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 12.5% chose to disagree out of 32 respondents, which means 4 respondents chose the statement. 21.9% chose neutral out of 32 respondents, which means 7 respondents chose the statement. A total of 59.4% chose to agree from 32 respondents, which means 19 respondents chose the statement. Then, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook have various variations. This was supported by the results of

interviews conducted with several students. One of the students who has a positive perception is MKN. MKN said:

Menurut saya soal latihannya beragam kak, mulai dari pilgan sampai essay. Di bagian essay pun beda-beda instruksinya. Ada yang cuma menggaris bawah jawaban yang benar, mengisi blank space, dan lain-lain. Ada juga yang soalnya itu berdasarkan teks. Misalnya kita disuruh baca teks terus nanti kita cari kalimat ini termasuk phrase apa, kalimat itu termasuk phrase apa. [In my opinion, the exercises are varied, from multiple choice to essays. In the essay section, the instructions are different. Some just underline the correct answer, fill in blank spaces, and so on. There are also questions that are based on text. For example, we are told to read the text and then we will look for what phrase this sentence includes, what phrase that sentence includes.]

Apart from that, there is also something related to requiring students to think. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook require students to think. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 0% chose not to agree from 32 respondents, which means 0 respondents chose the statement. 18.8% chose neutral out of 32 respondents, which means 6 respondents chose the statement. A total of 62.5% chose to agree from 32 respondents, which means 20 respondents chose the statement. Then, 18.8% chose strongly agree out of 32 respondents, which means 6 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the

textbook require students to think. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is MKN. MKN said:

Menurut saya latihan soalnya bikin saya berpikir sih kak, karena kebanyakan latihannya itu essay, jadi kita dituntut buat mikir sendiri, nggak ada opsi jawaban sama sekali. Apalagi kalau latihannya itu kayak melanjutkan kalimat, nah di situ kita ditantang buat kreatif tapi tetap menjawab dengan benar. [In my opinion, the exercises made me think, because most of the exercises are essays, so we are required to think for ourselves, there are no answer options at all. Moreover, if the exercises are like continuing a sentence, then there we are challenged to be creative but still answer correctly.]

This was supported by another informant, AF. AF said:

Benar, buku tersebut menyertakan latihan yang mendorong untuk berpikir. Dengan begitu dapat merangsang pemikiran untuk lebih kritis. [True, that book includes exercises that encourage thinking. This way it can stimulate thinking to be more critical.]

2) Help Students to Learn (Not just Testing)

The first is students' perceptions regarding whether the exercises in the textbook help students to learn. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook help students to learn, not just test them. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 12.5% chose to disagree out of 32 respondents, which means 4 respondents chose the statement. 12.5% chose neutral out of 32 respondents, which means 4 respondents chose the statement. A total of 62.5% chose to agree from 32 respondents, which means 20 respondents

chose the statement. Apart from that, 12.5% chose strongly agree out of 32 respondents, which means 4 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook not only test students, but also help them to learn. This was supported by the results of interviews conducted with several students.

One of the students who has a positive perception is MKN. MKN said:

Menurut saya latihan soalnya membantu siswa belajar, terutama kalau ada soal yang mengubah bentuk kalimat gitu. Jujur saya sendiri kalau nggak ngerjain latihan soalnya itu masih suka bingung walaupun udah diajarin sama dosennya. Tapi kalau udah ngerjain soal latihannya itu saya jadi lebih paham. [I think the exercises help students learn, especially if there are questions that change the form of sentences like that. Honestly, if I don't do the exercises, I'm still confused even though I've been taught by the lecturer. But when I've done the practice questions, I understand better.]

This was supported by another informant, SK. SK said:

Sepertinya iya, karena saat mengerjakan latihan saya merasa mempelajari lebih dalam tentang materi tersebut. [It seems yes, because while doing the exercises I felt like I was learning more deeply about the material.]

3) (Build Confidence) Encourage

The next student perception is regarding encouragement in the textbook exercises. Based on the results of the questionnaire, it can be seen that students felt that the exercises in the textbook gave them encouragement to go a little beyond their abilities. A total of 3.1% chose to strongly disagree out of 32 respondents, which means 1 respondent chose the statement.

3.1% chose not to agree out of 32 respondents, which means 1 respondent chose the statement. 28.1% chose neutral out of 32 respondents, which means 9 respondents chose the statement. A total of 59.4% chose to agree from 32 respondents, which means 19 respondents chose the statement. Apart from that, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook provide encouragement for students to go a little beyond their abilities. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is MKN. MKN said:

Kalau untuk latihannya menurut saya membantu banget untuk merangsang otak karena dalam tiap bab ada berbagai macam jenis latihan, dan soalnya itu nggak sedikit. Biasanya di setiap bab itu soalnya nggak cuma benar/salah atau ngisi jawaban singkat, tapi juga buat kalimat sendiri sesuai materi yang dibahas. Jadi bikin otak bekerja keras sih kak. [As for the exercises, I think it really helps to stimulate my brain because in each chapter there are various types of exercises, and there are not a few questions. Usually in each chapter the questions are not just true/false or fill in short answers, but also create your own sentences according to the material discussed. So it makes my brain work hard.]

This was supported by another informant, SL. SL said:

Ya. Kebanyakan latihan tersebut merangsang dan menantang untuk berpikir lebih dalam tentang materi. [Yes. Most of the exercises stimulate and challenge you to think more deeply about the material.]

4) Useful and Relevant

The next student perception is regarding the usefulness and relevance of the textbook exercises. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook are useful and relevant. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 0% chose not to agree from 32 respondents, which means 0 respondents chose the statement. 15.6% chose neutral out of 32 respondents, which means 5 respondents chose the statement. A total of 78.1% chose to agree from 32 respondents, which means 25 respondents chose the statement. Apart from that, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook are useful and relevant. This was supported by the results of interviews conducted with several students. The student who has a positive perception is MKN. MKN said:

Untuk latihannya sangat bermanfaat dan relevan dengan kehidupan nyata karena memang contoh-contoh kalimat yang dipakai itu berbasis sehari-hari. Vocabulary yang dipakai bukan yang merujuk ke bahasa ilmiah, jadi sesuai dengan keseharian saya yang masih mahasiswa ini (bisa untuk menambah vocabulary juga). [The exercises are very useful and relevant to real life because the sentence examples used are everyday based. The vocabulary used does not refer to scientific language, so it suits my daily life as a student (it can also increase my vocabulary too).]

This was supported by another informant, NK. NK said:

Iya, latihan yg terdapat dalam buku bermanfaat dan relevan sehingga dapat memberikan kontribusi signifikan pada pembelajaran. [Yes, the exercises in the book are useful and relevant so it can make a significant contribution to learning.]

5) Pay Attention to Students' Readiness

The next student perception is whether the exercises in the textbook pay attention to the students' readiness. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook pay attention to student readiness. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 6.3% chose not to agree out of 32 respondents, which means 2 respondents chose the statement. 34.4% chose neutral out of 32 respondents, which means 11 respondents chose the statement. A total of 56.3% chose to agree from 32 respondents, which means 18 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The material in the textbook pays attention to student readiness. This was supported by the results of interviews conducted with several students. The student who has a positive perception is SL. SL said:

Menurut saya iya. Karena sudah disusun secara teratur. Selain itu, dosen juga ikut membantu siswa memperoleh penguasaan yang

cukup terhadap latihan sebelumnya. [I think yes. Because it has been arranged regularly. Apart from that, the lecturer also helps students gain sufficient mastery of previous exercises.]

This was supported by another informant AF. AF said:

Benar, latihan di dalam buku memperhatikan kesiapan. Dengan begitu, buku tersebut dapat memberikan pengalaman pembelajaran yang lebih efisien, membantu untuk membangun pemahaman secara bertahap. [That's right, the exercises in the book pay attention to readiness. That way, the book can provide a more efficient learning experience, helping to build understanding gradually.]

6) Authentic

The next student perception is regarding the authenticity of the exercises in the textbook. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook describe authentic learning. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 3.1% chose not to agree out of 32 respondents, which means 1 respondent chose the statement. 28.1% chose neutral out of 32 respondents, which means 9 respondents chose the statement. A total of 62.5% chose to agree from 32 respondents, which means 20 respondents chose the statement. Apart from that, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook are authentic. This was supported by the results of interviews

conducted with several students. The student who has a positive perception is NK. NK said:

Iya benar, latihan menggambarkan pembelajaran otentik. Dengan begitu, materi jadi mudah dipahami. [Yes, that's right, exercises describe authentic learning. That way, the material becomes easy to understand.]

This was supported by another informant, SL. SL said:

Menurut saya iya. Buku tersebut mempunyai latihan yang menggambarkan pembelajaran otentik. [I think yes. The book has exercises that illustrate authentic learning.]

7) Communicative

The next student perception is regarding the use of language and goals in the textbook exercises. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook use the target language to achieve communicative goals. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 0% chose not to agree from 32 respondents, which means 0 respondents chose the statement. 37.5% chose neutral out of 32 respondents, which means 12 respondents chose the statement. A total of 59.4% chose to agree from 32 respondents, which means 19 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the

textbook use the target language to achieve communicative goals. This was supported by the results of interviews conducted with several students. The student who has a positive perception is NK. NK said:

Setuju. Karena pemilihan kosa-kata bagi saya masih yang basic jadi mudah saya pahami isi dari materi di buku tersebut. Jika untuk berkomunikasi dengan orang lain sepertinya bisa. Karena bahasa di soal-soal mudah untuk diartikan dan dipahami, jadi jika ingin menjelaskan ulang ke orang lain bisa dengan mudah. [Agree. Because the choice of vocabulary for me is still basic, it is easy for me to understand the contents of the exercises in the book. If you want to communicate with other people, it seems possible. Because the language in the questions is easy to interpret and understand, so if you want to re-explain it to someone else you can do it easily.]

This was supported by another informant, AF. AF said:

Iya benar dengan begitu dapat memfasilitasi pemahaman terhadap konsep-konsep yang diajarkan. [Yes, it is true that this can facilitate understanding of the concepts being taught.]

8) Pay Attention to Different Learning Styles

The next student perception is whether the exercises in the textbook take into account the different learning styles of students. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook do not pay attention to differences in student learning styles. A total of 6.3% chose to strongly disagree out of 32 respondents, which means 2 respondents chose the statement. 46.9% chose to disagree out of 32 respondents, which means 15 respondents chose the statement. 31.3% chose neutral out of 32 respondents, which means 10 respondents chose the statement. A total of 12.5% chose to agree out of 32 respondents, which

means 4 respondents chose the statement. Apart from that, 3.1% chose strongly agree out of 32 respondents, which means 1 respondent chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have negative perceptions. The exercises in the textbook do not take into account the different learning styles of students. This was supported by the results of interviews conducted with several students. The students who have negative perceptions are MKN. MKN said:

Latian soal di buku grammar ini tidak memperhatikan macam-macam gaya belajar siswa karena bukunya bisa dibilang full berisi teks. Jadi untuk siswa yang suka gaya belajar visual jelas tidak akan cocok. [The exercises in this grammar book do not pay attention to various student learning styles because the book can be said to be full of text. So for students who like a visual learning style it will clearly not be suitable.]

This was supported by another informant, AF. AF said:

Menurutku si bukunya tidak memperhatikan. Cuma ada tulisan ngga ada visual. [I don't think the book is paying attention. There is only writing, no visuals.]

9) Maximize Learning Potential

The next students' perception is whether the exercises in the textbook maximize learning potential. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook are able to maximize learning potential. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 9.4%

chose to disagree out of 32 respondents, which means 3 respondents chose the statement. 31.3% chose neutral out of 32 respondents, which means 10 respondents chose the statement. A total of 50% chose to agree out of 32 respondents, which means 16 respondents chose the statement. Apart from that, 9.4% chose strongly agree out of 32 respondents, which means 3 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook are able to maximize students' learning potential. This was supported by the results of interviews conducted with several students. The student who has a positive perception is MKN. MKN said:

Latihan soal di buku grammar ini sudah termasuk bagus untuk memaksimalkan potensi belajar karena jenis soal latihannya bermacam-macam. Seperti yang sudah saya bilang sebelumnya, latihan membuat kalimat, mengisi blank space, menjawab benar/salah sangat dapat membantu siswa berpikir kreatif dan analitis. [The exercises in this grammar book are good for maximizing learning potential because the types of practice questions are varied. As I said before, practicing making sentences, filling in blank spaces, answering true/false can really help students think creatively and analytically.]

This was supported by another informant, NK. NK said:

Sedikit setuju. Karena saya pribadi saat mengerjakan latihan kadang saya teringat dengan materi-materi yang pernah saya terima (materi saat masih sma, smp) padahal materi tersebut tidak termasuk kedalam sub-bab yang dibahas. [Slightly agree. Because personally, when doing exercises, I sometimes remember material that I received (material when I was in junior and senior high school) even though the material was not included in the sub-chapters discussed.]

10) Provide Opportunities for Outcome Feedback

The next student perception is regarding the outcome feedback from the textbook exercises. Based on the results of the questionnaire, it can be seen that students feel that the exercises in the textbook provide opportunities for outcome feedback. As many as 0% chose to strongly disagree out of 32 respondents, which means 0 respondents chose the statement. 6.3% chose not to agree out of 32 respondents, which means 2 respondents chose the statement. 25% chose neutral out of 32 respondents, which means 8 respondents chose the statement. A total of 62.5% chose to agree from 32 respondents, which means 20 respondents chose the statement. Apart from that, 6.3% chose strongly agree out of 32 respondents, which means 2 respondents chose the statement.

Based on the results of the questionnaire, it can be concluded that the majority of students have positive perceptions. The exercises in the textbook provide opportunities for outcome feedback for students. This was supported by the results of interviews conducted with several students. One of the students who has a positive perception is AF. AF said:

Iya, dapat mengevaluasi dan dapat digunakan di kehidupan nyata.[
Yes, it can be evaluated and can be used in real life.]

This was supported by another informant, NK. NK said:

Sedikit setuju. Biasanya setelah paham dengan materi dan tahu jawaban dari latihan-latihannya, saya bisa memperbaiki grammar saya saat membuat kalimat.[Slightly agree. Usually, after

understanding the material and knowing the answers to the exercises, I can improve my grammar when making sentences.]

2. The Existence of English Textbook “Basic English Grammar 2” in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023

In interviewing students, the researcher only selected 4 students. These interview questions can be seen in the interview guide in the attachment section. The results of the answers from second semester students of English Language Education regarding the existence of the English Textbook "Basic English Grammar 2", the interview results were analyzed as follows:

a. Strengths and Weaknesses of the Textbook

The first is regarding the strengths of the English Textbook "Basic English Grammar 2". The first is regarding the strengths of the English Textbook "Basic English Grammar 2". Some of the strengths of the textbook conveyed by students is that the textbook has material that is structured, simple, clear and complete. The material content is highly recommended. There are also many exercises that are very helpful. One of the students (AF) argued:

Buku tersebut direkomendasikan untuk pelajar tata bahasa. Materinya sudah terstruktur dan isinya tak hanya materi tapi juga latihan. [The book is recommended for grammar students.

The material is structured and the content is not only material but also exercises.]

This was supported by the opinions expressed by other students. SL said:

Suguhan materinya sangat direkomendasikan. Isinya yang simpel dan jelas dengan banyak latihan soal. [The material is highly recommended. The content is simple and clear with lots of exercises.]

In addition, MKN also said:

Materinya cukup lengkap, latihannya juga membantu. [The material is quite complete, the exercises are also helpful.]

The other strength in the English Textbook "Basic English Grammar 2" conveyed by a student (NK) is as follows:

Untuk kelebihan buku tersebut yaitu bahasa yang digunakan mudah dipahami. [The advantage of this book is that the language used is easy to understand.]

Then, regarding the weaknesses of the English Textbook "Basic English Grammar 2". Then, regarding the weaknesses of the English Textbook "Basic English Grammar 2". Some of the weaknesses of the book conveyed by students are this textbook is not recommended for independent learning. The textbook will be more optimal if it is guided by a lecturer or with additional PowerPoint explanations or mind mapping. Apart from that, the textbook does not include an answer key and is a bit monotonous because it is presented all in written form. One of the students (MKN) argued:

Saya merekomendasikan buku ini untuk siswa yang sedang belajar grammar. Namun, untuk siswa yang dibimbing oleh dosen, bukan siswa yang belajar mandiri. Hal ini dikarenakan latihan soal di buku ini tidak ada kunci jawabannya sama sekali sehingga apabila tidak ada dosen yang membimbing akan menyulitkan kita. [I recommend this book for students who are studying grammar. However, for students who are guided by lecturers, not students who study independently. This is because the exercises in this book do not have answer keys at all, so if there is no lecturer to guide us, it will make things difficult for us.]

This opinion was supported by SL. SL said:

Mungkin buku tersebut dapat direkomendasikan namun perlu tambahan atau pendampingan dalam mempelajari materi. Mungkin seperti PowerPoint atau mind mapping. Selain itu dosen juga perlu menjelaskan lebih lanjut tentang materi. [Maybe the book can be recommended but needs additional or assistance in studying the material. Maybe like PowerPoint or mind mapping. Apart from that, the lecturer also needs to explain further about the material.]

The other weakness in the English Textbook "Basic English Grammar 2" conveyed by a student (AT) is as follows:

Mungkin terlalu monoton karna hanya tersaji dalam bentuk tulisan semua dan soalnya pun hanya isian dan pilgan. [Maybe it's too monotonous because it's only presented in written form and the questions are only filled in and selected.]

b. Suggestions for the Textbook

There were several suggestions expressed by students regarding the English Textbook "Basic English Grammar 2". Students suggested that materials and exercises be made more complex. The types of questions are more varied. Apart from that, there were also students who said that the example questions had been increased and given more detailed

explanations and it would be better if they were accompanied by an answer key. In addition, students also suggested that the materials be illustrated and the exercises be made more interesting so that students don't get bored easily. One of the students (AF) said:

Saran saya lebih dibuat kompleks lagi materi nya dan latihannya tidak hanya isian dan pilgan. Kan latihan soal tu bermacam-macam bentuknya, ada yng menjodohkan, isian singkat, dan lain-lain gitu. Lebih ke tipe soalnya. [My suggestion is to make the materials more complex and the exercises not just be filled in and multiple choice. There are various forms of practice questions, some are matching, short essays, and so on. It's more about the type of question.]

This suggestion was supported by another student, MKN. MKN said:

Saran saya untuk contoh-contoh kalimatnya mungkin bisa diperbanyak lagi, dan penjelasan contohnya itu bisa lebih detail lagi. Akan lebih bagus lagi kalau ada kunci jawaban atau penjelasan dari latihan soalnya. [My suggestion is that the example sentences could be more numerous, and the explanation of the examples could be more detailed. It would be even better if there was an answer key or explanation of the practice questions.]

Other suggestion in the English Textbook "Basic English Grammar 2" conveyed by a student (SL) is as follows:

Mungkin bukunya perlu ditambah ilustrasi atau latihannya dibuat lebih menarik agar pelajar merasa tertarik dan tidak mudah bosan dalam mempelajari materi. [Maybe the book needs to have illustrations added or the exercises made more interesting so that students feel interested and don't get bored easily when studying the materials.]

B. Discussions

Based on data analysis from the research results that the researcher have carried out with data collection steps, then concludes the data about:

1. Students' Perception on the Use of English Textbook "Basic English Grammar 2" in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023

In this discussion section, the researcher tends to explain students' perception on the use of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education of UIN Raden Mas Said Surakarta. Students perceive the textbook positively according to the good criteria of a textbook by Tomlinson (2011). The researcher provides further interpretation and discussion as follows:

a. Materials

1) Make an Impact

In this aspect it can be concluded that the majority of students have positive perceptions. The material in the textbook has a real impact on students. According to them, the material in the textbook is able to attract their curiosity and willingness to learn it. This is in accordance with Tomlinson's (2011) theory, which states that one of the criteria for a good textbook is having an impact on students. In addition, impact is considered achieved if the material

has a real impact on students, such as when the materials are able to attract the students' curiosity and attention.

There are several other things that need to be considered regarding the material in a textbook so that it has the potential to have an impact, such as novelty, variety, and interesting (Tomlinson, 2011). However, in the novelty aspect, most students have negative perceptions. The material in the textbook does not have much novelty. Students think that the material in the textbook is taken as examples of sentences in general form. Students also have negative perceptions regarding the variety aspect. They think that the material in the textbook is not very diverse, it only provides explanations and example sentences. However, in the aspect of material interest, students have positive perceptions. They found the material in the textbook interesting and they discovered things they had not learned before.

2) Help Students Feel Comfortable

In this aspect, most students have positive perceptions. They feel comfortable studying the book because it provides sufficient white space between sub-chapters and has text and visuals that are suitable for them. This is in line with Tomlinson (2011), one of the criteria for a good book is to make students feel comfortable.

The aspects that can make students comfortable are the availability of white space as well as text and visuals that are familiar to them.

3) Build Confidence (Encourage)

In this aspect, most students have positive perceptions. The material in the textbook provides encouragement for students to go a little beyond their abilities. Students feel that the material in the textbook contains understanding, formulas, and lots of example sentences that make them know more about the material. This is in accordance with Tomlinson's (2011) theory which states that one of the things that can be done to increase students' self-confidence is to provide material that is not too simple.

4) Useful and Relevant

In this aspect, most students have positive perceptions. The materials in the textbook are useful and relevant. Students feel that the materials in the textbook match their interests, can motivate them to engage more deeply in learning and the relevance to real life provides a stronger context and makes understanding easier. Tomlinson (2011) also said that one of the criteria for a good book is to provide topics that help students achieve relevance and usefulness of their learning.

5) Pay Attention to Students' Readiness

In this aspect, most students have positive perceptions. The materials in the textbook pay attention to student readiness. Students think that the material has been arranged in an orderly manner and helps to build understanding gradually. This is in accordance with what Tomlinson (2011) said, one of the criteria for a good textbook is paying attention to students' readiness to understand the material being taught. A good textbook ensures that students have sufficiently mastered the previous phase of development before teaching the next one.

6) Authentic

The majority of students gave positive perceptions of this aspect. The material in the textbook is authentic. Students think that the material in the textbook depicts authentic learning so that the material is easy to understand. This is in line with Tomlinson's (2011) theory which says that students need experience of how the language is usually used.

7) Communicative

Most students have positive perceptions in this aspect. The material in the textbook uses the target language to achieve communicative goals. Students feel that the language of the material in the textbook is easy to understand and practice or

communicate with other people. Tomlinson (2011) also said that students must be given the opportunity to use language to communicate. Applying language for communication is an effort to achieve goals.

8) Pay attention to Different Learning Styles

Different students will have different learning style preferences (Tomlinson, 2011). However, in this aspect most students give negative perceptions. The materials in the textbook do not take into account the different learning styles of students. They feel that the material in this textbook is full of text and there are no other learning styles such as visual and auditory.

9) Maximize Learning Potential

To enable deeper learning, it is important that the substance of the material is not shallow or ephemeral and stimulates students' ideas and feelings (Tomlinson, 2011). However, most students give negative perceptions on this aspect. The materials in the textbook do not maximize students' learning potential. Students are of the opinion that the material in the textbook is only explained in outline and needs more explanation from the lecturer.

10) Provide Opportunities for Outcome Feedback

In this aspect, most students have positive perceptions. The material in the textbook provides opportunities for outcome

feedback for students. They feel that through the material in the textbook, they can improve their grammar. They can also evaluate and use it in real life. This is in line with what (Tomlinson, 2011) said, if students' language is evaluated in relation to the reasons for its use, then that language has the potential to become a source of strong and valuable knowledge about language use.

b. Exercises

1) Make an Impact

In this aspect it can be concluded that the majority of students have positive perceptions. The exercises in the textbook have a real impact on students. They think that the exercises in the textbook can attract their curiosity because the questions are gradual, starting from the easy ones first. These exercises really demand their attention to focus on the work. This is in accordance with Tomlinson's (2011) theory, which states that one of the criteria for a good textbook is having an impact on students. In addition, impact is considered achieved if the activities have a real impact on students, such as when the exercises are able to attract the students' curiosity, attention, and interest. Rizki (2020) also said that excellent textbook delivers exercise that is tailored to the requirements and interests of the students.

There are several other things that need to be considered regarding the impact of material in a textbook such as novelty, variety, and require students to think (Tomlinson, 2011). Rizki (2020) also said that a good textbook that contain learning resources and full reference sources that encourage them to think and learn in various ways. However, in the novelty aspect, most students have negative perceptions. The exercises in the textbook do not have much novelty. Students think that the exercises in the textbook are not very unique and use sentences or topics that are still common. Then regarding the variety of the exercises, most students gave positive perceptions. The exercises in the textbook have many variations. They argue that the textbook exercises vary from multiple choice, underlining, filling in blank spaces, to essays. Apart from that, the exercises also have different instructions. Then, there is also something related to requiring students to think. Most students gave positive perceptions on this aspect. The exercises in the textbook require students to think. Students feel that practicing questions in the textbook makes them think because most of the exercises are essays, so they are required to think independently. Apart from that, there are also practice questions in the form of continuing sentences which makes them have to think creatively.

2) Help Students to Learn (Not just Testing)

Most students give positive perceptions on this aspect. The exercises in the textbook not only test students, but also help them to learn. Students feel that before they do the exercises, they sometimes feel a little confused. But after doing several exercises, they understood better. This is in accordance with Tomlinson's (2011) theory, students will feel more comfortable with exercises that support their learning compared to exercises that continuously test them. Rizki (2020) also said that a good textbook is that contain learning resources and full reference sources that encourage them to think and learn.

3) (Build Confidence) Encourage

In this aspect, most students have positive perceptions. The exercises in the textbook provide encouragement for students to go a little beyond their abilities. Students feel that the exercises in the textbook help stimulate the brain because each chapter contains various kinds of exercises that make the brain work hard. They also thought that the exercises in this textbook stimulated and challenged them to think more deeply about the material. This is in accordance with Tomlinson's theory (2011) which states that one of the things that can be done to increase students' self-confidence is to provide stimulating, challenging, but realistic

exercises that aim to push them a little beyond their current abilities. Gracin (2018) also said that one of the criteria of a good exercise is exercise that has thought-stimulating.

4) Useful and Relevant

In this aspect, most students have positive perceptions. The exercises in the textbook are useful and relevant. Students think the exercises in the textbook are very useful and relevant to real life because the example sentences used are everyday based so they can make a significant contribution to learning. Tomlinson (2011) also said that one of the criteria for a good book is to present exercises that help students achieve the relevance and usefulness of their learning. Lau et. Al (2017) also argues that with content supported by relevant exercises. So, the book allows students to learn more independently and at their own pace. Rizki (2020) said add that after reading and doing exercises, students should get benefits from that.

5) Pay Attention to Students' Readiness

In this aspect, most students have positive perceptions. The exercises in the textbook pay attention to student readiness. Students thought that the exercises were arranged in an orderly manner and helped to build understanding gradually. This is in accordance with what Tomlinson (2011) said, one of the criteria

for a good textbook is paying attention to students' readiness to understand the topic being taught. A good textbook ensures that students have sufficiently mastered the previous phase of development before teaching the next one. Rizki (2020) also add that assessment methods that let students know what competencies they have attained must be included in textbooks.

6) Authentic

Most students give positive perceptions on this aspect. The exercises in the textbook are authentic. Students think that the exercises in the textbook depict authentic learning so that the material is easy to understand. This is in line with Tomlinson's (2011) theory which says that students need experience of how the language is usually used. Gracin (2018) also said that one of the criteria of a good exercise is exercise that authentic.

7) Communicative

The next student perception is regarding the use of language and goals in the textbook exercises. Most students have positive perceptions on this aspect. The exercises in the textbook use the target language to achieve communicative goals. Students find the choice of vocabulary in the exercises in this book very easy to understand. So, students can use it to communicate with other people. Tomlinson (2011) also said that students must be given

the opportunity to use language to communicate. Applying language for communication is an effort to achieve goals. Lesmana (2015) add that tasks or activities that have a greater emphasis on language have a closer connection to communicative activities, which can assist learners in applying English in daily life

8) Pay Attention to Different Learning Styles

A good exercise has diverse topics and assignments to accommodate a variety of learning styles, interests, and learner levels (Penny, 2009). Tomlinson (2011) also said that different students will have different learning style preferences. However, in this aspect most students give negative perceptions. The exercises in the textbook do not take into account the different learning styles of students. They feel that the exercises in this textbook are full of text and there are no other learning styles such as visual and auditory.

9) Maximize Learning Potential

Most students have positive perceptions on this aspect. The exercises in the textbook are able to maximize students' learning potential. Students feel that the exercises in this book are varied so that they help students think creatively and analytically. This is in line with what Tomlinson (2011) said, he said that a series of tasks that place analytical, creative and evaluative limits, and

exercise processing capacity can produce deeper and more permanent learning. Rizki (2020) also add that a good textbook is when students work on assignments, the book accommodates the depth of work or problem solving since it either contains the necessary information or provides instructions for locating references that enable difficulties to be solved.

10) Provide Opportunities for Outcome Feedback

In this aspect, most students have positive perceptions. The exercises in the textbook provide opportunities for outcome feedback for students. They feel that through the exercises in the textbook, they can improve their grammar sentences and use them in real life. This is in line with what Tomlinson (2011) said, if students' language is evaluated in relation to the reasons for its use, then that language has the potential to become a source of strong and valuable knowledge about language use. Rizki (2020) also add that a good textbook is when students can utilize their competency accomplishment level as feedback to determine whether to move on to more advanced material or to a deeper level of instruction.

2. The Existence of English Textbook “Basic English Grammar 2” in The Second Semester Students of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year 2022/2023

a. Strengths and Weaknesses of the Textbook

The first is the strengths of the English Textbook "Basic English Grammar 2". Students think that the material in the textbook is structured, simple, clear and complete with lots of practice questions. This is in line with the opinion of Akbar (2013), who said that a good textbook is a textbook that is complete and systematic. Apart from that, the book also uses language that is easy to understand. In accordance with Pebriana (2021), she said that a good textbook has a high level of readability (discourse that is easy to understand).

Then, regarding the weakness of the English Textbook "Basic English Grammar 2". Students thought that this book was not suitable for independent use. They recommended adding material from other sources or with the guidance of a lecturer. Apart from that, one of the students felt that the book was also a bit monotonous for him. According to Imamah et al. (2019), this textbook is a type of complementary or supporting textbook.

b. Suggestion for the Textbook

There were several suggestions made by students regarding the English Textbook "Basic English Grammar 2". Some of them suggested making the material and exercises more complex and varied as well as more

detailed explanations. They also suggested that the textbook be accompanied by an answer key. This is in accordance with what Tomlinson (2011) said, that a good book is one whose explanation is not trivial and superficial. Apart from that, there are also those who suggest adding additional illustrations to the book to make it more interesting. Ami (2012) also said that one of the suitability of a book is the suitability of its appearance, of which attractive colors and illustrations are one of the components.

CHAPTER V

CONCLUSIONS

A. Conclusion

Based on the results of research on students' perception and the existence of English Textbook "Basic English Grammar 2" in the second semester students of English Language Education of UIN Raden Mas Said Surakarta. Based on the results of interviews and questionnaires, it can be concluded that the majority of students gave positive perceptions of the use of the textbook. However, there are also students who have negative perceptions regarding the use of these textbooks.

Based on the result, the positive perceptions conveyed by students related to the materials are the materials in the book have a real impact on students, has interesting materials, help students feel comfortable, encourage (build confidence) of the students, useful and relevant, pay attention to student readiness, authentic, communicative, and provide opportunities for feedback on results. Meanwhile, the positive perceptions expressed by students related to the exercises are the exercises in the book have a real impact on students, are very varied, require students to think, help students learn, encourage (build confidence) of the students, useful and relevant, pay attention to student readiness, authentic, communicative, maximize learning potential, and provide opportunities for feedback on results. From several positive perceptions of

students regarding the use of the textbook, students also perceive that this book has several negative aspects. Besides that, this book also has some negative perceptions from the students. Some of the students' negative perceptions related to the materials are the materials do not have novelty, lack variety, do not meet students different learning styles, and do not maximize students' learning potential. Meanwhile, the negative perceptions expressed by students related to exercises are the exercises don't have novelty and do not meet students with different learning styles.

This book has several strengths, including the materials in the textbook is structured, simple, clear, and complete with practice questions. Apart from that, the language used in the textbook is also easy to understand. Meanwhile, some of the weaknesses in the textbook are that it is not recommended for independent study and the textbook is also a bit monotonous. Several students made suggestions for the textbook, including that the materials should be made more complex and varied with more detailed explanations. Apart from that, it is a good idea to provide answer keys for the exercises. Students also hope to add illustrations to the textbook to make it more interesting.

B. Suggestions

The researcher is aware that there are still many shortcomings in this research. Therefore, the researcher provides the following suggestions:

1. Other researchers

The researcher recommends for other researchers who want to research the same topic. It would be better for other researchers. It would be better for other researchers to use other theories so that the analysis results become even broader.

2. Students

The researcher also hopes that students can maximize the use of the textbook to support grammar learning inside and outside the class. The researcher hope that students can take advantage of this book so that they can understand more about English grammar.

3. The authors

The researcher hopes that this research can be a positive input for the authors to develop the textbook to be even better in the future.

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APPENDICES**APPENDIX 1:****Students List**

| | |
|-----|------|
| 1. | DPAK |
| 2. | EAW |
| 3. | LFN |
| 4. | MHF |
| 5. | SLA |
| 6. | RA |
| 7. | LAPC |
| 8. | NUM |
| 9. | SAP |
| 10. | IDN |
| 11. | AK |
| 12. | HKCN |
| 13. | NK |
| 14. | NAN |
| 15. | C |
| 16. | AF |
| 17. | AFM |
| 18. | MKN |
| 19. | KZ |
| 20. | RH |
| 21. | FAM |
| 22. | KQ |
| 23. | WNR |
| 24. | NLS |
| 25. | FRM |
| 26. | SL |
| 27. | MZN |
| 28. | AFW |
| 29. | NBDS |
| 30. | SOP |
| 31. | ALPR |
| 32. | MR |

APPENDIX 2: Questionnaires

A. Materials

1. The materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest).
2. The materials in the book have novelty (for example uncommon topics, text, or discourse).
3. The book has a variety of materials (e.g. different types of texts and sources).
4. The book has interesting materials (for example interesting topics, something new, global themes, and local guidance).
5. The book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space).
6. The materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material).
7. The materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life).
8. The materials in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material).
9. The materials in the book describe authentic learning (how the language is commonly used).
10. The materials in the book use the target language to achieve communicative goals.
11. The materials in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc)
12. The materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings).
13. The materials in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use).

B. Exercises

1. The exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest).
2. The exercises in the book have novelty (for example uncommon activity).
3. The book has a variety of exercises (e.g. different types instructions and unexpected activity).
4. The book has exercises that require students to think.
5. The exercises in the book help students learn (not just test them).
6. The exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises).

7. The exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life).
8. The exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous exercises).
9. The exercises in the book describe authentic learning (how the language is commonly used).
10. The exercises in the book use the target language to achieve communicative goals.
11. The exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc.).
12. The exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains).
13. The exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use).

APPENDIX 3: Interviews Guide

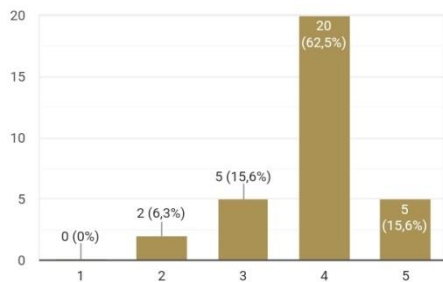
1. Do the materials and exercises in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?
2. Do the materials and exercises in the book have novelty (e.g. uncommon topics, text, or discourse as well as uncommon activities)?
3. Does the book have a variety of materials and exercises (e.g. different types of texts and sources as well as different types instructions and unexpected activity)?
4. Does the book have interesting material (e.g interesting topics, something new, global themes, and local guidance)?
5. Does the book have exercises that require students to think?
6. Does the book help students feel comfortable (e.g. material that is appropriate to the learners' culture and the presence of white space)?
7. Do the exercises in the book help students learn (not just test them)?
8. Do the materials and exercises in the book encourage students to go a little beyond their abilities (e.g with deep and detailed material)?
9. Do the materials and exercises in the book encourage students to go a little beyond their abilities (e.g with stimulating, challenging, but realistic exercises)?
10. Are the materials in the book useful and relevant (for example with materials that are relate to students' interests and relevant to real life)?
11. Are the exercises in the book useful and relevant (for example with tasks that are fascinating, challenging, and relevant to real life)?
12. Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)?
13. Do the materials and exercises in the book describe authentic learning (how the language is commonly used)?
14. Do the materials and exercises in the book use the target language to achieve communicative goals?
15. Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc.)
16. Are the materials in the book able to maximize learning potential (e.g providing detailed and in-depth content and stimulating students' thoughts and feelings)?
17. Are the exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains)?
18. Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)?
19. What do you think about using the book? Do you think this book can be recommended for grammar learners?
20. Does the textbook have any strengths and weaknesses? What is your suggestion for this book?

APPENDIX 4: Charts of Questionnaire Results

1. The materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest).



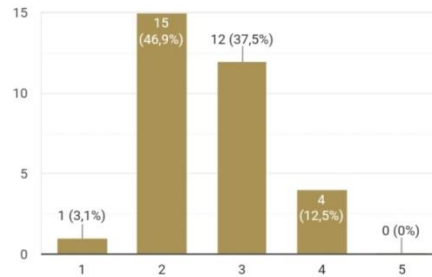
32 jawaban



2. The materials in the book have novelty (for example uncommon topics, text, or discourse).



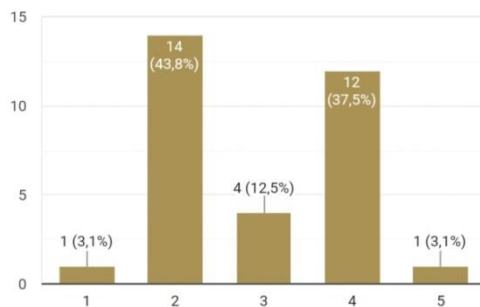
32 jawaban



3. The book has a variety of materials (e.g. different types of texts and sources).



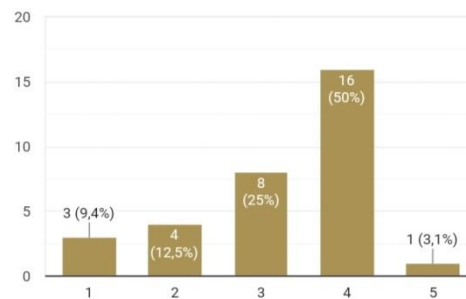
32 jawaban



4. The book has interesting materials (for example interesting topics, something new, global themes, and local guidance).



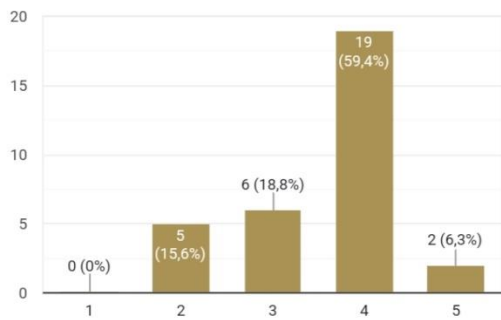
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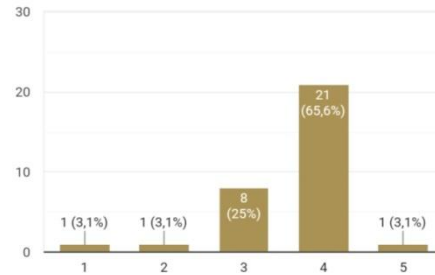
5. The book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space).

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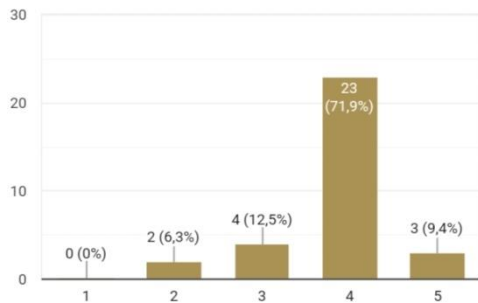
6. The materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material).

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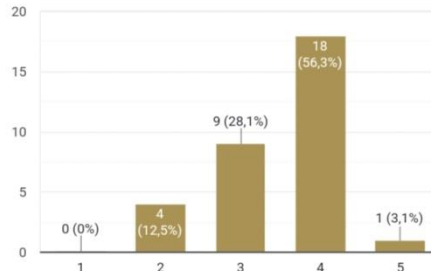
7. The materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life).

32 jawaban



8. The materials in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material).

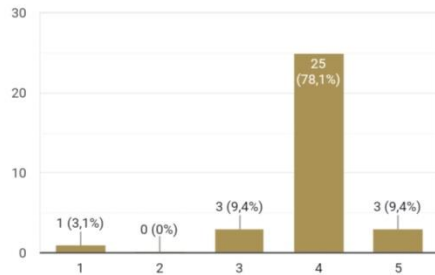
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9. The materials in the book describe authentic learning (how the language is commonly used).



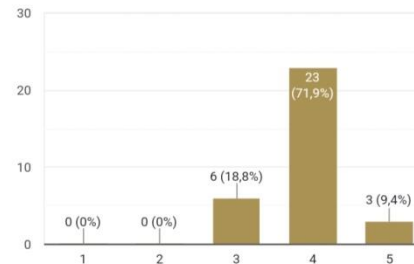
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10. The materials in the book use the target language to achieve communicative goals.



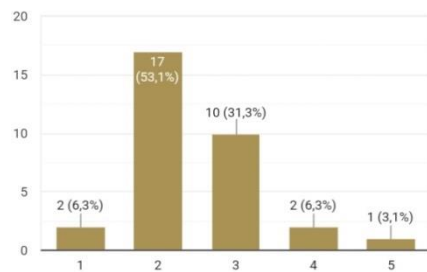
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11. The materials in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc)



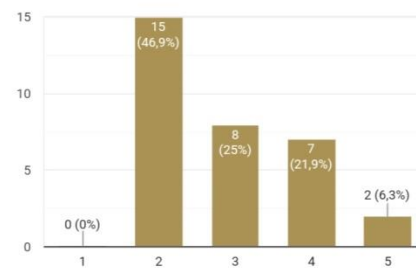
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12. The materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings).



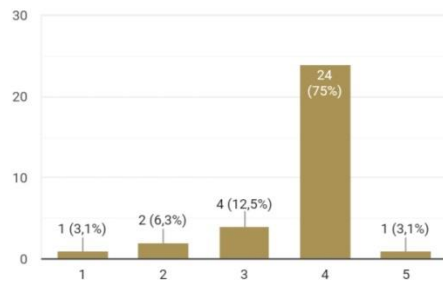
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13. The materials in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use).



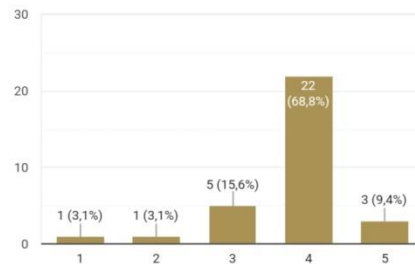
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1. The exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest).



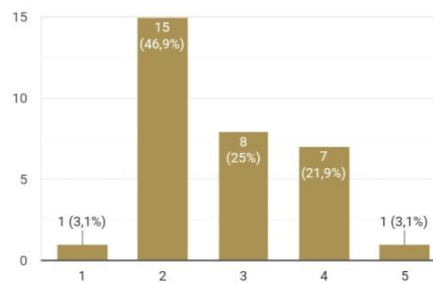
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2. The exercises in the book have novelty (for example uncommon activity).



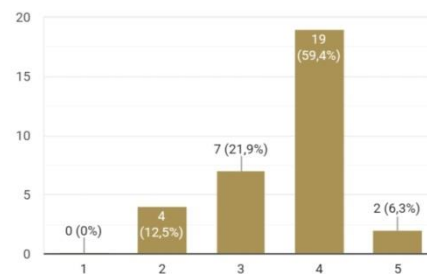
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3. The book has a variety of exercises (e.g. different types instructions and unexpected activity).



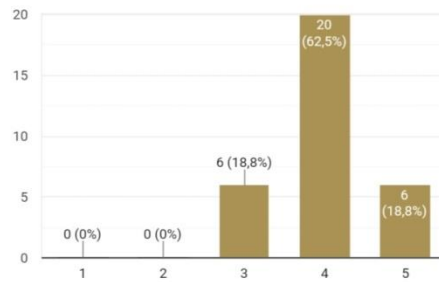
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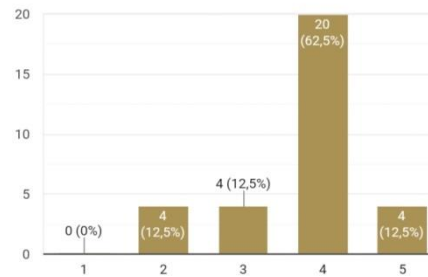
4. The book has exercises that require students to think.

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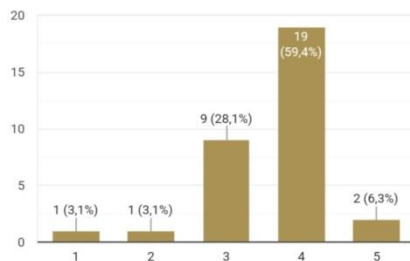
5. The exercises in the book help students learn (not just test them).

32 jawaban



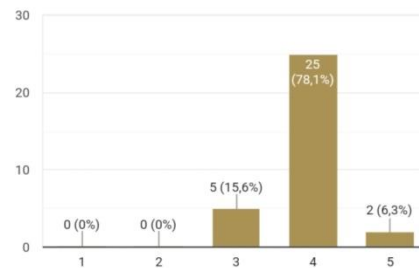
6. The exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises).

32 jawaban



7. The exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life).

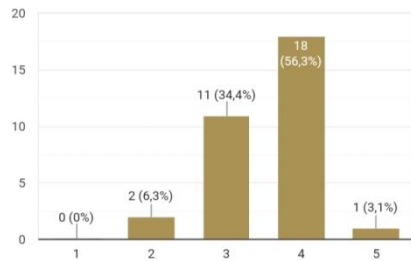
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8. The exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous exercises).



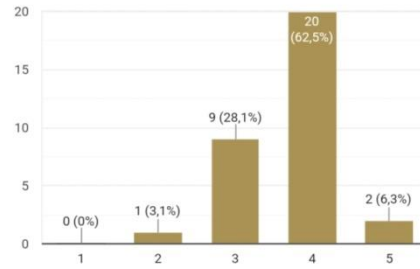
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9. The exercises in the book describe authentic learning (how the language is commonly used).



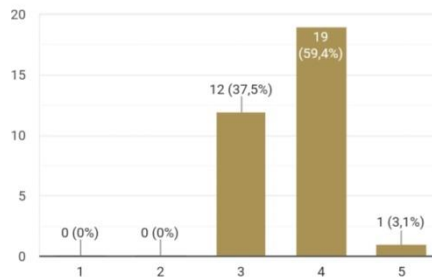
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10. The exercises in the book use the target language to achieve communicative goals.



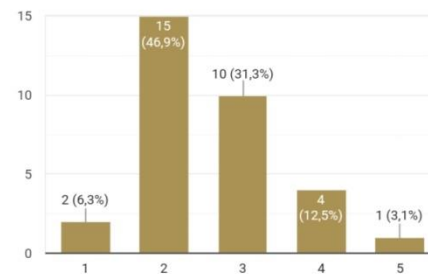
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11. The exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global etc.)



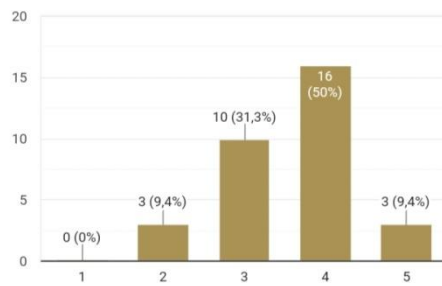
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12. The exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains).



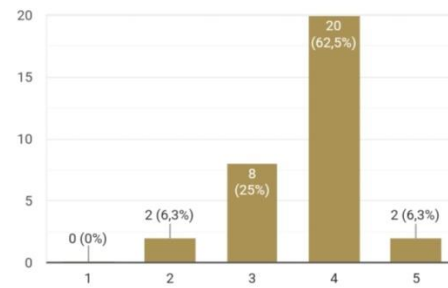
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13. The exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use).



32 jawaban



APPENDIX 5: Transcript of The Interviews

Student 1 (SL)

Q : Do the materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?

A : Ya, walaupun tidak berdampak terlalu banyak. Tapi menurut saya, apabila sudah membaca buku tersebut ada kemauan untuk bisa mempelajari lebih lanjut agar lebih paham.

Q : Do the exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest)?

A : Iya kak. Kalau untuk latihan kan ada beberapa tipe soal ya. Kayak pilihan ganda, menggaris bawahi, atau mengubah kalimat. Di beberapa tipe soal saya merasa tertarik, tapi ada juga sebagian yang kurang menarik.

Q : Kalau materinya ada yang bikin kamu tertari atau jadi pengen tau dan ada yang kamu minati nggak?

A : Iya kak. Kadang kalau materinya menarik saya juga tertarik untuk mengerjakan latihan soalnya.

Q : Materi yang menurut menarik itu yang kayak gimna?

A : Kebanyakan materi yang menarik menurut saya adalah materi yang mudah dipahami. Karena kalau saya merasa paham, saya jadi merasa ingin membuktikan apakah saya benar-benar paham atau tidak.

Q : Do the materials and exercises in the book have novelty (for example uncommon topics, text, or discourse)?

A : Kalau untuk materi unik mungkin tidak. Tapi untuk materi yang baru saya tau, iya. Kayak menemukan materi-materi baru yang belum saya temui atau saya pelajari sebelumnya.

Q : Kalau latihannya menurut mu kayak ada kebaruan nggak? Kek ada yang unik nggak?

A : Kalau untuk latihan saya rasa tidak.

Q : Do the book has interesting materials (for example interesting topics, something new, global themes, and local guidance)?

A : Iya, saya menemukan materi-materi baru yang belum saya pelajari sebelumnya.

Q : Do book has exercises that require students to think?

A : Iya. Menurut saya semua latihan membuat saya berpikir

Q : Do the book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space)?

A : Menurut saya cukup nyaman. Walaupun bentuk bukunya nggak ada ilustrasi dan lain-lain, tapi font, ukuran hurufnya tidak ada yang membuat tidak nyaman.

Q : Do the exercises in the book help students learn (not just test them)?

A : Saya kurang yakin dalam hal itu. Tapi sepertinya iya, karena saat mengerjakan latihan saya merasa mempelajari lebih dalam tentang materi tersebut.

Q : Do the materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material)?

A : Ya. Karena sebelumnya saya belum mengetahui materi tersebut, atau mungkin hanya mengetahui sekilas tentang materi tersebut. Namun setelah membaca atau mempelajari buku tersebut, ada hal-hal yang membuat saya mengetahui lebih dalam tentang materi tersebut.

Q : Do the exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises)?

A : Ya. Kebanyakan latihan tersebut merangsang dan menantang untuk berpikir lebih dalam tentang materi.

Q : Do the materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life)?

A : Ya, buku tersebut bermanfaat. Tetapi untuk relevan di kehidupan nyata saya kurang yakin.

Q : Do the exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life)?

A : Tipe latihannya menurut saya kurang menarik, tapi menurut saya mungkin itu bukan masalah karena ini sudah bukan tingkatan untuk hanya mencari yang menarik. Latihannya juga menantang dan mungkin ada beberapa juga yang relevan.

Q : Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)?

A : Menurut saya iya. Karena materi tersebut sudah disusun secara teratur. Selain itu, dosen juga ikut membantu siswa memperoleh penguasaan yang cukup terhadap materi dan latihan sebelumnya.

Q : Oh hiya ini yang dosen lakukan itu seperti apa? Apakah bertanya dosen bertanya sedikit kepada siswa soal materi pada semester sebelumnya?

A : Iya, misal ada materi yang menyinggung materi selanjutnya dosen bilang "ini sudah dipelajari kan di materi sebelumnya" kemudian menyinggung sedikit tentang materi tersebut.

Q : Do the materials and exercises in the book describe authentic learning (how the language is commonly used)?

A : Menurut saya iya. Buku tersebut mempunyai materi dan latihan yang menggambarkan pembelajaran otentik.

Q : Do the materials and exercises in the book use the target language to achieve communicative goals?

A : Ya. Untuk mencapai tujuan komunikatif, materi dan latihan dalam buku tersebut menggunakan bahasa sasaran.

Q : Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global, etc.)?

A : Menurut saya tidak. Buku tersebut berbentuk buku teks biasa dan tidak terdapat visual.

Q : Do the materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings)?

A : Menurut saya ya. Selain itu dosen juga menambah PowerPoint atau mind mapping untuk membantu dalam menjelaskan materi.

Q : Brrti klo misal hanya bukunya aja itu apakah kurang untuk menunjang potensial? Misal nggak disertai ppt/mind mapping.

A : Kalau untuk saya pribadi kurang.

Q : Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)?

A : Tidak. Kalau feedback lebih ke dosennya. Jadi misal setelah memberi latihan dosen membahas latihan tersebut.

Q : Menurut kamu materinya itu membuat kamu bisa kayak mempraktikkan nya nggak? Kayak materinya di kehidupan nyata membuat bisa mengimplementasikan materi tersebut?

A : Kalau untuk saya pribadi belum bisa mengimplementasikan sih kak.

Q : Tapi untuk paham atau tidaknya gitu kamu setelah mempelajari buku tersebut apakah jadi paham gitu mengenai materi tersebut?

A : Ada beberapa materi paham setelah mempelajari buku, namun ada juga materi yang perlu dijelaskan lebih lanjut agar paham.

Q : Ohh jadi siswa bisa kayak menjawab pertanyaan dosen dan bertanya kembali kepada dosen ya mengenai materi atau latihan yang telah dibahas?

A : Iya kak.

Q : What do you think about using the book? Do you think this book can be recommended for grammar learners?

A : Mungkin buku tersebut dapat direkomendasikan namun perlu tambahan atau pendampingan dalam mempelajari materi.

Q : Misal seperti apa tambahan nya sav? Contohnya gitu apa misalnya?

A : Mungkin seperti PowerPoint atau mind mapping. Selain itu dosen juga perlu menjelaskan lebih lanjut tentang materi.

Q : Does the textbook has any strength and weakness?

A : Kelebihannya materinya cukup lengkap, latihannya juga membantu. Namun kelemahannya saya kurang paham kalau hanya mengandalkan buku tersebut.

Q : What is your suggestion for this book?

A : Mungkin bukunya perlu ditambah ilustrasi atau latihannya dibuat lebih menarik agar pelajar merasa tertarik dan tidak mudah bosan dalam mempelajari materi.

Student 2 (AF)

Q : Do the materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?

A : Iya, materi yang terdapat pada buku menarik dan relevan dapat meningkatkan rasa ingin tahu, perhatian, dan minat terhadap pelajaran, memotivasi pemikiran kritis, dan membangun fondasi pengetahuan yang kuat.

Q : Do the exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest)?

A : Iya, latihan-latihan yg terdapat dalam buku dapat memberikan dampak nyata bagi. Latihan yang dirancang dengan baik dapat menantang, merangsang rasa ingin tahu, dan memperkuat pemahaman.

Q : Do the materials and exercises in the book have novelty (for example uncommon topics, text, or discourse)?

A : Benar. Buku dengan topik, teks, atau wacana yang tidak biasa atau unik tersebut dapat menantang pemikiran, merangsang rasa ingin tahu. Dengan Kebaruan tersebut dapat menghindarkan kejenuhan terhadap materi.

Q : Do the book has interesting materials (for example interesting topics, something new, global themes, and local guidance)?

A : Benar, dengan buku yang memuat materi yang menarik, mampu menjadikan lebih semangat dalam melakukan pembelajaran.

Q : Do book has exercises that require students to think?

A : Benar, buku tersebut menyertakan latihan yang mendorong untuk berpikir. Dengan begitu dapat merangsang pemikiran untuk lebih kritis.

Q : Do the book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space)?

A : Benar buku tersebut dapat memberikan rasa nyaman. Dengan begitu dapat menciptakan pembelajaran yang mendukung.

Q : Jadi visualnya bagus gtu yaa. Klo baca jadi nyaman? Atau ada yang menurutmu kurang nyaman ada nggak pas baca bukunya?

A : Iya mba visualnya bagus .kalo baca juga nyaman

Q : Do book has exercises that require students to think?

A : Iya benar, dengan begitu dapat mendorong untuk berpikir secara aktif.

Q : Do the exercises in the book help students learn (not just test them)?

A : Iya benar, bukan hanya utk sekedar menguji tetapi dapat belajar dan memahaminya.

Q : Do the materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material)?

A : Iya benar, dengan materi yang disajikan di dalam buku tersebut, menjadikan rasa ingin tahu tentang suatu topik , dengan begitu maka akan mempengaruhi perkembangan kognitif.

Q : Do the exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises)?

A : Iya benar, latihan-latihan dalam buku tersebut tersaji merangsang dan menantang, tetapi tetap realistis, dapat memberikan manfaat signifikan. Latihan semacam itu dapat mendorong untuk melampaui batas kemampuan saat ini.

Q : Do the materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life)?

A : Iya benar materi yang terdapat dalam buku bermanfaat dan relevan. Materi yang sesuai dengan minat dapat memotivasi untuk terlibat lebih dalam dalam pembelajaran. Relevansi dengan kehidupan nyata memberikan konteks yang lebih kuat dan membuat lebih mudah memahami keterkaitan antara konsep akademis dan pengalaman sehari-hari.

Q : Do the exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life)?

A : Iya , latihan yg terdapat dalam buku bermanfaat dan relevan sehingga dapat memberikan kontribusi signifikan pada pembelajaran.

Q : Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)?

A : Benar, materi dan latihan di dalam buku memperhatikan kesiapan. Dengan begitu buku tersebut dapat memberikan pengalaman pembelajaran yang lebih efisien, membantu untuk membangun pemahaman secara bertahap.

Q : Nah klo dosen biasanya sebelum mulai kelas atau pas kelas gtu nanya2 nggak? Misal kek ini sudah dipelajari di semester lalu ya? Atau ini sudah pernah dipelajari ya?

A : Iya mba biasanya dosennya nanya-nanya gitu. Kalo siswa nya kurang paham kadang dijelasin sedikit biar ada gambaran. Dosen tanya ke siswa nya apakah sudah paham atau ada yg kurang jelas maka dosen trsbut dapat menjelaskan kembali.

Q : Do the materials and exercises in the book describe authentic learning (how the language is commonly used)?

A : Iya benar, materi dan latihan menggambarkan pembelajaran otentik. Dengan begitu, materi jadi mudah dipahami.

Q : Do the materials and exercises in the book use the target language to achieve communicative goals?

A : Iya benar dengan begitu dapat memfasilitasi pemahaman terhadap konsep-konsep yang diajarkan.

Q : Selain otentik dan pake bahasa target. Kira2mnrt kmu latihan sama materinya bahasa yang digunakan gtu komunikatif nggak si?

A : Iya komunikatif kok mba.

Q : Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global, etc.)?

A : Menurutku si bukunya tidak memperhatikan. Cuma ada tulisan ngga ada visual.

Q : Do the materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings)?

A : Kurang setuju, materi yang disajikan sekedar pengantar dan perlu ada penjelasan lebih dari si dosen nya agar mudah dipahami.

Q : Do the exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains)?

A : Iya benar buku tersebut dapat memaksimal kan potensi belajar.

Q : Contohnya kayak apa misal nis? Apakah aktivitas di dalamnya bermacam macam? Atau mungkin aktivasnya mendorong pengalaman dan kemampuan otak? Atau kah kreatif?

A : Lebih ke aktivitas nya untuk mendorong kemampuan otak.

Q : Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)?

A : Iya bisa mba , dapat mengevaluasi dan dapat digunakan di kehidupan nyata.

Q : What do you think about using the book? Do you think this book can be recommended for grammar learners?

A : Iya buku tersebut direkomendasikan untuk pelajar tata bahasa, materi nya sudah terstruktur dan isinya tak hanya materi tapi juga latihan.

Q : Does the textbook has any strength and weakness?

A : Kelebihan nya menurut ku isinya sudah bagus mencakup materi dan soal2 latihan sedangkan untuk kekurangan mungkin terlalu monoton karna hanya tersaji dalam bentuk tulisan semua dan soalnya pun hanya isian dan pilgan.

Q : What is your suggestion for this book?

A : Saran saya lebih dibuat kompleks lagi materi nya dan latihannya tidak hanya isian dan pilgan.

Q : Mnrt kmu latihannya biar lebih menarik dan komoles gtu contohnya apa? Contoh latihannya?

A : Kan latihan soal tu bermacam2 bentuknya , ada yng menjodohkan, isian singkat dan lain-lain gitu. Lebih ke tipe soalnya.

Student 3 (NK)

Q : Do the materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?

A : Materinya terlalu singkat dan jika ingin lebih paham harus cari-cari sumber lain, tapi tambahan materi dan penjelasan dari dosen cukup membantu untuk pemahaman saya. Jadi bisa dikatakan kalau isinya lumayan menarik perhatian saya mbak.

Q : Do the exercises in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?

A : Iya, soalnya banyak latihan-latihan soal jadi kalo saya pribadi jadi tertarik.

Q : Do the materials and exercises in the book have novelty (for example uncommon topics, text, or discourse)?

A : Sepertinya tidak, soalnya materi dan latihan dalam buku tersebut yang diambil contoh kalimat dalam bentuk umum, karena jika terabarukan pastinya ada topik tentang kejadian2 sebelum buku dicetak, tapi di buku tidak ada.

Q : Does the book have a variety of materials and exercises (e.g. different types of texts, sources, and instructions)?

A : Sedikit tidak setuju, karena yang terdapat pada materi dan latihan hampir semua sub-bab modelnya sama. Untuk materi hanya terdapat penjelasan umum dan contoh, untuk latihan modelnya seperti membenarkan teks yang rumpang (memindahkan kata, mengisi kata yang kurang).

Q : Do the book has interesting materials (for example interesting topics, something new, global themes, and local guidance)?

A : Tidak setuju. Karena di buku hanya terdapat penjelasan di tiap sub-bab dan tidak ada intermezo lain yang mana jika diberi topik2 yang relate dengan keadaan sekarang pastinya akan membuat banyak mahasiswa tidak jenuh.

Q : Do book has exercises that require students to think?

A : Sangat setuju, karena materi yang diberikan terbatas jadi mahasiswa juga harus berpikir sendiri dengan cara cari sumber-sumber lain agar paham.

Q : Do the book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space)?

A : Setuju, karena di buku disediakan beberapa halaman kosong jadi bisa dijadikan catatan tambahan jika tidak bawa buku tulis, terus juga buat nyatat garis besar tiap sub-bab jadi nggak perlu bolak-balik halaman.

Q : Do the exercises in the book help students learn (not just test them)?

A : Sedikit setuju. Karena jika sudah mengerjakan biasanya akan ada pembahasan dari dosen, dan diberikan penjelasan tambahan (contohnya kalimat ini termasuk kategori jamak, dan lain-lain) juga mengenai soal tersebut.

Q : Do the materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life)?

A : Sedikit tidak setuju. Karena buku ini hanya berisi penjelasan yang bersifat general dan jika relevan dengan kehidupan nyata pastinya saya akan sangat tertarik dengan buku tersebut.

Q : Do the exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life)?

A : Sedikit tidak setuju. Karena model pemberian soalnya sama semua di tiap sub-bab jadi bagi saya itu kurang menantang dan kurang bervariasi.

Q : Kalau untuk kemanfaatannya, apakah materi dan latihan dlm buku tersebut berguna?

A : Sedikit tidak setuju. Karena materi dan soalnya yang terbatas(tidak sampai rinci) jadi buku tersebut kurang bermanfaat jika hanya dijadikan sebuah objek pembelajaran.

Q : Oalahh jadi harus ada misal tambahan gitu ya dari hal lain untuk menunjang pembelajaran? Boleh tau contohnya apa nov?

A : Iyo mbak, kalau sepengalamanku diberi materi tambahan yang ditulis dosennya. Disitu isinya pengertiannya dijelaskan lagi dengan bahasa yang aku pribadi paham, dan diberikan rumus-rumus grammar yang dibuat singkatan-singkatan gitu jadi lebih gampang ngingetnya.

Q : Do the materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material)?

A : Sedikit setuju. Karena materi dalam buku kurang rinci, jadi kadang hal tersebut membuat saya tidak terlalu mengkesplor lagi kemampuan saya.

Q : Do the exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises)?

A : Sedikit setuju. Karena permasalahan materi dalam bukunya sendiri membuat saya kurang bersemangat mengerjakan soal2nya.

Q : Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)?

A : Di tengah-tengah. Karena memang benar jika membuat variasi yang belum diajarkan tetapi untuk memastikan siswa memperoleh penguasaan yang cukup belum pernah terjadi di saya.

Q : Klo pas mau pelajaran atau di tengah2 pelajaran gtu dosen kadang nanya nggak nov misal "materi ini kemaren udah pernah dipelajari ya" Kek gtu pernah nggak?

A : Pernah, dan dosen hanya ngejelasin ulang garis besarnya dan menurut saya itu kurang rinci/detail.

Q : Do the materials and exercises in the book describe authentic learning (how the language is commonly used)?

A : Setuju. Karena ini adalah buku grammar jadi saya belajar tatanan bahasanya seperti native speaker.

Q : Do the materials and exercises in the book use the target language to achieve communicative goals?

A : Setuju. Karena pemilihan kosa-kata bagi saya masih yang basic jadi mudah saya pahami isi dari materi dan latihan di buku tersebut.

Q : Ohh okay. Klo bahasanya di dalamnya apakah materi-materi atau latihannya gitu bisa digunakan saat berkomunikasi dengan orang lain?

A : Jika untuk berkomunikasi dengan orang lain sepertinya bisa. Karena bahasa di materi dan soal-soal mudah untuk diartikan dan dipahami, jadi jika ingin menjelaskan ulang ke orang lain bisa dengan mudah.

Q : Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global, etc.)?

A : Tidak setuju. Kurang beragam karena hanya menggunakan 2 model pembelajaran dan itu penjabaran materi dan latihan soal, jadi mau tidak mau semua siswa hanya mendapatkan model pembelajaran tersebut.

Q : Do the materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings)?

A : Kurang setuju. Jika dikatakan maksimal sepertinya kurang tepat karena hanya dijabarkan garis-garis besarnya.

Q : Do the exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains)?

A : Sedikit setuju. Karena saya pribadi saat mengerjakan latihan kadang saya teringat dengan materi-materi yang pernah saya terima (materi saat masih sma, smp) padahal materi tersebut tidak termasuk kedalam sub-bab yang dibahas.

Q : Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)?

A : Sedikit setuju. Biasanya setelah paham dengan materi dan tahu jawaban dari latihan-latihannya saya bisa memperbaiki grammar saya saat membuat kalimat.

Q : What do you think about using the book? Do you think this book can be recommended for grammar learners?

A : Buku ini berguna untuk mempelajari grammar, karena namanya basic english grammar 2 berarti jika buku ini lanjutan dari basic dan itu berarti level selanjutnya dari basic. Buku ini juga recommended bagi pelajar grammar.

Q : Does the textbook has any strength and weakness? What is your suggestion for this book?

A : Untuk kelebihanannya yaitu bahasa yang digunakan mudah dipahami, untuk kekurangannya pembahasannya kurang bervariasi dan kurang rinci. Saran saya mungkin bisa diberi topik-topik yang relate dengan kondisi sekarang pada materinya jadi siswa tidak jenuh saat mempelajari.

Student 4: MKN

Q : Do the materials in the book have a real impact on students (for example can attract students' curiosity, attention, and interest)?

A : Menurut saya, materi di dalam buku grammar 2 itu menarik rasa ingin tahu saya karena setiap materi itu dijelaskan dengan singkat dan jelas. Penyusunan sub bab-nya rapi sehingga nyaman ketika dibaca. Dan di bukunya itu ada penekanan seperti huruf miring dan garis bawah, jadi lebih memudahkan saya saat membaca bukunya.

Q : Do the exercises in the book have a real impact on students (can attract students' curiosity, attention, and interest)?

A : Menurut saya soal latihannya itu jelas menarik rasa ingin tahu saya karena exercise nya itu biasanya soalnya bertahap dari yang mudah dulu. Misalnya di bab noun phrase, awalnya kita cuma disuruh menggaris bawahi yang mana yang termasuk noun phrase. Setelah itu, soalnya lebih susah lagi seperti mengubah clause ke bentuk phrase, lalu menyusun noun phrase sendiri. Jadi beneran menuntut perhatian saya buat fokus ngerjain soalnya. Bikin saya greget untuk ngerjain exercise nya.

Q : Do the materials and exercises in the book have novelty (for example uncommon topics, text, or discourse)?

A : Menurut saya materi dan soal latihan di buku grammar 2 ini nggak terlalu unik kak. Contoh-contoh kalimat yang digunakan itu masih umum dan termasuknya mudah, seperti house, family, dll. Tapi mungkin kebaruannya itu lebih ke penggunaan bahasa di dalam penjelasan materinya. Karena buku ini kan ditulis sama dosen UIN sendiri ya, jadi bahasanya itu nggak sekedar copas google, jadi murni bahasa dosennya sendiri.

Q : Does the book have a variety of materials and exercises (e.g. different types of texts, sources, and instructions)?

A : Menurut saya soal latihannya beragam kak, mulai dari pilgan sampai essay. Di bagian essay pun beda-beda instruksinya. Ada yang cuma menggaris bawahi jawaban yang benar, mengisi blank space, dan lain-lain. Ada juga yang soalnya itu berdasarkan teks. Misalnya kita disuruh baca teks terus nanti kita cari kalimat ini termasuk phrase apa, kalimat itu termasuk phrase apa.

Q : Klo materi nya gtu beragam nggak? Kayak kontennya itu. Yg bagian penjelasan.

A : Menurutku nggak terlalu beragam sih kak. Materinya itu biasanya cuma ngasih penjelasan sama contoh kalimat.

Q : Do the book has interesting materials (for example interesting topics, something new, global themes, and local guidance)?

A : Menurut saya materi di dalam bukunya itu topiknya biasa saja, bukan sesuatu yang unik dan baru. Topik di contoh-contoh kalimatnya itu lebih ke kegiatan sehari-hari, nggak ada istilah atau topik yang susah.

Q : Do book has exercises that require students to think?

A : Menurut saya latihan soalnya bikin saya berpikir sih kak, karena kebanyakan latihannya itu essay, jadi kita dituntut buat mikir sendiri, nggak ada opsi jawaban sama sekali. Apalagi kalau latihannya itu kayak melanjutkan kalimat, nah di situ kita ditantang buat kreatif tapi tetap menjawab dengan benar.

Q : Do the book help students feel comfortable (for example material that is appropriate to the learners' culture and the presence of white space)?

A : Menurut saya buku grammar ini bikin saya nyaman kak. Menurut saya white space antara sub-bab itu udah cukup pas, jadi isinya nggak keliatan kayak tulisan semua. Ukuran font-nya juga oke, nggak terlalu kecil ataupun besar. Yang paling penting bukunya ini juga mudah dibuka kak. Biasanya kan buku itu ada yang kalo semakin ke tengah semakin susah dibuka kan, nah di buku grammar ini untungnya nggak. Jadi bikin nyaman buat dibaca ataupun nulis jawaban soal. Lalu untuk materinya sudah sesuai dengan budaya siswa. Seperti yang sudah saya bilang, isi materinya itu lebih ke topik sehari-hari. Jadi sama sekali nggak ada topik yang mungkin menyinggung orang lain.

Q : Do the exercises in the book help students learn (not just test them)?

A : Menurut saya latihan soalnya membantu siswa belajar, terutama kalau ada soal yang mengubah bentuk kalimat gitu. Jujur saya sendiri kalau nggak ngerjain latihan soalnya itu masih suka bingung walaupun udah diajarin sama dosennya. Tapi kalau udah ngerjain soal latihannya itu saya jadi lebih paham.

Q : Do the materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material)? Do the materials in the book encourage students to go a little beyond their abilities (For example, with deep and detailed material)?

A : Menurut saya buku ini cukup membantu saya untuk sedikit melampaui kemampuan saya. Karena biasanya selalu ada pengertian, rumus, dan contoh kalimat. Nah, di contoh kalimat itu biasanya ada penjelasannya juga, jadi nggak cuma sekedar ngasih contoh. Tapi menurut saya materi di dalam buku ini nggak terlalu detail dan mendalam. Buku grammar ini tuh singkat, padat, jelas. Jadi nggak terlalu mendalam, tapi cukup bagus buat nambah pengetahuan.

Q : Do the exercises in the book encourage students to go a little beyond their abilities (For example with stimulating, challenging, but realistic exercises)?

A : Kalau untuk latihannya menurut saya membantu banget untuk merangsang otak karena dalam tiap bab ada berbagai macam jenis latihan, dan soalnya itu nggak sedikit. Biasanya di setiap bab itu soalnya nggak cuma benar/salah atau ngisi jawaban singkat, tapi juga buat kalimat sendiri sesuai materi yang dibahas. Jadi bikin otak bekerja keras sih kak.

Q : Do the materials in the book useful and relevant (for example, with materials that are relate to students' interest and relevant to real life)?

A : Menurut saya materi di buku ini sangat bermanfaat dan relevan. Karena setelah saya belajar pakai buku ini, saya jadi lebih peka kalau lagi baca teks bahasa inggris. Jadi saya kayak, "Oh, ini contoh kalimat dari materi yang ada di buku". Jadi kadang saya baca teks sambil analisis grammar dikit-dikit. Dan materi ini bermanfaat juga dalam membantu menulis, karena materi di semester 2 itu kan lebih ke phrase dan tenses, jadi bener-bener membantu saya untuk bikin kalimat yang lebih upgrade grammarnya.

Q : Do the exercises in the book useful and relevant (for example, with tasks that are fascinating, challenging, and relevant to real life)?

A : Untuk latihannya sangat bermanfaat dan relevan dengan kehidupan nyata karena memang contoh-contoh kalimat yang dipakai itu berbasis sehari-hari. Vocabulary yang dipakai bukan yang merujuk ke bahasa ilmiah, jadi sesuai dengan keseharian saya yang masih mahasiswa ini (bisa untuk menambah vocabulary juga).

Q : Do the materials and exercises in the book pay attention to student readiness (such as creating variation features that have never been taught and ensuring students gain sufficient mastery of previous material and exercises)?

A : Menurut saya, materi dan soal latihan yang ada di buku ini tidak ada variasi fitur yang belum pernah diajarkan. Bukunya itu standar dalam artian ada penjelasan, contoh latihan soal, udah cuma itu aja kak. Nggak ada sesuatu yang beda dari yang lain. Tapi di akhir buku itu ada soal-soal latihan dari bab pertama sampeterakhir sebagai evaluasi seluruh materi (kayak semacam UAS gitu). Jadi dengan bimbingan dosen seharusnya bisa digunakan untuk memastikan penguasaan siswa terhadap materi. Namun, kalo untuk belajar pribadi saya rasa kurang bisa untuk melihat penguasaan materi karena latihan akhirnya itu tidak ada kunci jawabannya.

Q : Do the materials and exercises in the book describe authentic learning (how the language is commonly used)?

A : Menurut saya materi dan latihan soal di buku ini tidak terlalu menggambarkan pembelajaran otentik karena buku grammar ini lebih ke penjelasan dan drilling soal aja kak. Mungkin segi otentiknya itu di akhir buku ini ada list idioms yang sering digunakan. Di materi verb phrase juga ada list verb phrase yang sering digunakan. Tapi secara keseluruhan menurut saya buku ini tidak ada pembelajaran otentiknya.

Q : Do the materials and exercises in the book use the target language to achieve communicative goals?

A : Menurut saya, materi dan latihan soal di buku ini tidak terlalu mengarah ke tujuan komunikatif. Drilling soal pilgan cenderung lebih ke mengisi blank space, dan untuk essay nya tidak semuanya ada soal yang membuat kalimat sendiri sehingga tidak terlalu membantu untuk mencapai tujuan komunikatif.

Q : Do the materials and exercises in the book pay attention to the students' different learning styles (for example visual, study, analytical, global, etc.)?

A : Materi dan latihan soal di buku grammar ini tidak memperhatikan macam-macam gaya belajar siswa karena bukunya bisa dibilang full berisi teks. Jadi untuk siswa yang suka gaya belajar visual jelas tidak akan cocok.

Q : Do the materials in the book able to maximize learning potential (such as providing detailed and in-depth content and stimulating students' thoughts and feelings)?

A : Menurut saya, materi di buku grammar ini cukup untuk memaksimalkan potensi belajar. Walaupun buku ini tidak sangat detail, tapi sudah bagus untuk meningkatkan potensi siswa karena isinya to the point. Saya pribadi terbantu dengan adanya buku ini.

Q : Do the exercises in the book able to maximize learning potential (such as providing varied, analytical, creative and evaluative activities and encouraging the use of their experiences and brains)?

A : Latihan soal di buku grammar ini sudah termasuk bagus untuk memaksimalkan potensi belajar karena jenis soal latihannya bermacam-macam. Seperti yang sudah saya bilang sebelumnya, latihan membuat kalimat, mengisi blank space, menjawab benar/salah sangat dapat membantu siswa berpikir kreatif dan analitis.

Q : Do the materials and exercises in the book provide opportunities for feedback on results (such as students being able to evaluate the language they produce in relation to its intended use)?

A : Materi dan latihan soal di buku ini tidak bisa memberikan feedback hasil terhadap penggunaannya karena latihan soal di buku ini tidak disertai dengan kunci jawaban. Kalau tidak ada dosen yang membahas, kita jadi tidak tau jawaban kita di latihan soal itu benar atau salah.

Q : What do you think about using the book? Do you think this book can be recommended for grammar learners?

A : Saya merekomendasikan buku ini untuk siswa yang sedang belajar grammar. Namun, untuk siswa yang dibimbing oleh dosen, bukan siswa yang belajar mandiri. Hal ini dikarenakan latihan soal di buku ini tidak ada kunci jawabannya sama sekali

sehingga apabila tidak ada dosen yang membimbing akan menyulitkan kita. Terlepas dari latihan soalnya, untuk suguhan materinya sangat direkomendasikan.

Q : Does the textbook has any strength and weakness? What is your suggestion for this book?

A : Kelebihan dari buku ini adalah isinya yang simpel dan jelas dengan banyak latihan soal. Bukunya juga kecil, jadi mudah di bawa ke mana mana. Tulisannya juga jelas, tidak kekecilan. Untuk kelemahannya, buku ini full berbahasa inggris. Jadi mungkin akan sedikit menyulitkan apabila ada penjelasan yang tidak kita pahami. Kelemahan lainnya adalah buku ini kurang cocok digunakan untuk belajar mandiri karena latihan soalnya tidak ada kunci jawabannya.

Saran saya untuk contoh-contoh kalimatnya mungkin bisa diperbanyak lagi, dan penjelasan contohnya itu bisa lebih detail lagi. Akan lebih bagus lagi kalau ada kunci jawaban atau penjelasan dari latihan soalnya.

APPENDIX 6: Figure when Data Collection**Figure 1: Student 1 (SL)****Figure 2: Student 2 (AF)**



Figure 3: Student 3 (NK)



Figure 4: Student 4 (MKN)