

Analyze the Use of When English Rings a Bell Textbook at Eighth Grades at SMP Negeri 07 Manokwari

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Abstract

The purpose of this study is to determine the perceptions of teachers and students towards speaking materials in the textbook. This study uses qualitative methods. The participants in this study are 8th-grade students of SMP Negeri 07 Prafi. The instruments used are a checklist questionnaire on Google. This study found that students have positive perceptions of speaking materials, such as having a real impact, being interesting, and motivating. However, the book has a weakness, namely the lack of vocabulary lists to improve speaking skills. The strength of this book is that it is easy to use and understood by students, making it effective in improving speaking skills. This study provides insights into the perceptions of teachers and students in schools that use textbooks in speaking instruction.

Keyword: *Perception, Textbook, and Speaking*

INTRODUCTION

In learning English as a foreign language, there are 4 skills, namely reading, listening, reading, and speaking. Speaking is one of the most important skills to be developed and enhanced as means of effective communication or conversation. Speaking is the highest target in the English language because speaking is the basis of communication which becomes a function of learning. Speaking is something to communicate or articulate a message for an individual to others or to share dynamic and structural plans and express ideas to other people while in English speaking class. To be able to communicate well with other people, because communicating well will create social contact and this will build a relationship. For example, an internal teacher in the process of teaching and learning activities, for example, must have skills Speak well so that students understand the meaning of the material conveyed or in discussions with other people. According to Renandya (2002) "Speaking is used for many, and each purpose involves different skills. When we use casual conversation, for example our purposes may be to make social contact with people, to establish rapport. When we engage in discussion with someone, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes and anecdotes".

Tomlinson (2012) 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. Textbook is a material instruction for a teaching material that is very important for teachers and students in classroom learning. When studying teaching material, books are a very appropriate medium to use because they have structured material. Teachers sometimes find it very difficult to evaluate writing and students sometimes find it difficult to understand the material presented by the teacher, therefore textbooks are needed to instruct the material in detail. Textbook is the standard book, used as a tool of teaching, and learning purposes related to a particular subject of a curriculum organized for use by teachers and students. (Crowther, 1995) which can be translated as that a textbook is a book that provides instructions in a lesson, especially at school.

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 26 (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) argues that with content supported by relevant exercises. So the book allows students to learn more independently

and at their own pace. Lesmana (2015) explains 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.

Effective speaking materials in textbooks should meet several criteria, as suggested by experts. According to Harmer (2007), good speaking materials should involve students in real and authentic communication, promoting interaction and communication among students. Meanwhile, Brown (2001) emphasizes the importance of speaking materials that focus on developing students' fluency, accuracy, and confidence in speaking.

Thus, good speaking materials in textbooks should meet the following criteria:

- a) Real and authentic communication: Speaking materials should involve students in real and authentic communication.
- b) Interaction and communication: Speaking materials should promote interaction and communication among students.
- c) Development of fluency, accuracy, and confidence: Speaking materials should focus on developing students' fluency, accuracy, and confidence in speaking.
- d) Authentic language use: Speaking materials should include authentic language use relevant to the context.

By meeting these criteria, speaking materials in textbooks can help students develop effective speaking skills that meet their needs. Everyone has a different view when concluding an object, that is what is called perspective. Therefore, when humans are given an object, people have different perspectives between individuals and others to draw conclusions about the object. There are those who perceive something well or have a positive or negative perspective which can influence visible or real actions (Sugihartono, et al, 2007). Sunaryo (2004) "Perception can be interpreted as the process of receiving stimulation through the five senses which is preceded by attention so that individuals are able to know, interpret and appreciate things that are observed, both outside and within the individual." Therefore, perception can be interpreted as the process of knowing, understanding and recognizing objects or events using the senses and self-awareness. Observing an event by understanding it then the stimulus will enter the brain and then be interpreted and create a meaning through a process that produces a perspective.

METHOD

The research method used in this study is quantitative methods. The method is intended to describe exactly a phenomenon or problem when observed. Researchers used quantitative, which is a suitable method to calculate and describe data to look at speaking material subjectively in textbooks and interviews, and have given questionnaires to students and teachers to collect data and their opinions and perceptions. The population of this research consisted of eighth-grade students and teachers at SMP 07 Negeri Prafi. The researcher focused on eighth-grade students because they were interested in exploring the speaking materials in the textbook from the perspectives of both students and teachers.

RESULT

The quantitative results were collected using 10 questionnaires, which covered 10 aspects of the material in accordance with the blueprint indicators and statements. The questionnaire was administered to students using Google Forms (G-form). The information obtained from the test was analyzed using the Likert Scale technique, with each statement denoted by the following letters: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). A point value was assigned to each response. The score was calculated by adding the points assigned to each statement. The scores from the statements and blueprint statement were classified using the classification table below:

Interpretation of the data

Table 1. 1 *Interpretation data*

1,00 – 1,80	Strongly negative
1,80 – 2,60	Negative
2,60 – 3,40	Positive enough
3,40 – 4,20	Positive
4,20 – 5,00	Strongly positive

(Source Sinamora as cited in saputra, 2020)

Arikunto (2013), data interpretation is the process of drawing conclusions or meaning from the data that has been collected. This process has involved analyzing data to understand patterns, trends, relationships, and differences in the data. The purpose of data interpretation has been to answer research questions or achieve research objectives that have been set. The function of data interpretation in the table has been to combine the analysis results with statements, criteria, or standards to find meaningful results from the collected data.

Blueprint Statement and Indicator of Material

Table 1. 2 *Indicator Statement*

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

Pay attention to students readiness	5
Authentic	6
Communicative	7
Pay attention to different learning styles	8
Maximize learning potency	9
Provide opportunities for outcome feedback	10

Table 1. 3 *Grand Mean*

No	Statements/Question	Mean
1.	The speaking material in the textbook can improve my speaking skills	3,93
2.	Speaking topics make me comfortable to speak in English	3,90
3.	The speaking material encouraged me to have conversations in class	3,64
4.	Speaking material in the textbook is very useful for my daily life	3,80
5.	The speaking material in the textbook is in accordance with the topic that I like	3,67
6.	Speaking material is in accordance with the basis of my life	3,61
7.	Speaking helps me communicate with friends	3,70
8.	Speaking material makes me want to learn more than other English materials	3,45
9.	Speaking material can develop my interest in learning English	3,74
10.	Topic speaking in the textbooks makes me search for more information on the internet or ask the teacher	3,36
Total Mean		36,8
Grand Mean		3,68

The average score is 3,68. It can be categorized into positive category. It shows that the student's perception is **“Positive”** about material of speaking in the textbook.

The results of the data obtained showed positive results from the students. According to Tomlinson's (2011) good textbook criteria, the researcher provides further interpretation and discussion as follows:

Make an Impact

In this aspect, the majority of students agreed that the material in the book has a direct impact on them. Based on the data from the students' perception in Table 4.3, it can be seen that the average score obtained from the total score of 122, then divided by the number of students (31), resulted in an average score of 3.93. This is a positive score from

the students' perception. 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.

Help Students Feel Comfortable

In this aspect, the majority of students have a positive perception, feeling comfortable, as shown in the data in Table 4.4, with a total score of 121, which was then divided by the number of students (31), resulting in a score of 3.90. This is in line with Tomlinson (2011), who states that one of the criteria for a good textbook is to make students feel comfortable. While, Sahid, Murianty and Manilet (2024), in their research also stated that students' in learning languages are affected by their comfort feeling.

Build Confidence (encourage)

In this aspect, most students have positive perceptions. Based on the data in Table 4.5, 14 students stated that they agree, and 5 out of 31 students stated that they strongly agree. This resulted in a high score of 56 and 25 points, respectively. The total score obtained was 113, which was then divided by the number of students, resulting in a score of 3.64. This is a positive score. This is in accordance with Tomlinson's (2011) theory, which states that one of the ways to increase students' self-confidence is to provide material that is not too simple. As stated by Sahid (2024) Personality has an important in students confidence in learning a language.

Useful and Relevant

In this aspect, most students have a positive perception. Based on the data in Table 4.6, 14 out of 31 students stated that they agree, with a score of 60 points. Additionally, 6 out of 31 students stated that they strongly agree, with a score of 30 points. This represents a positive outcome. The total score from the table is 118. The total score was then divided by the number of students (31), resulting in a score of 3.80.

Pays Attention to student's Readiness

In this aspect, the majority of students provided a positive perception. Based on Table 4.7, most students stated that they agree, with 14 students, and 5 out of 31 students stated that they strongly agree. The total score obtained from the categories is 114 points, and the average score is 3.67, which also falls into the positive category. This is in accordance with what Tomlinson (2011) stated, that one of the criteria for a good textbook is paying attention to students' readiness to understand the material being taught.

Authentic

The majority of students provided a positive response, as shown in Table 4.8, where 12 students stated that they agree, and 5 students stated that they strongly agree. The total score obtained in this aspect is 112 points. The total score was then divided by the number of students (31), resulting in a score of 3.61. This falls into the positive category. This is in line with Tomlinson's (2011) theory, which states that students' experience of how language is usually used is an important aspect of language learning.

Communicative

The majority of students provided a positive perception in this aspect, based on table 4.9 it can be observed that the majority of students, consisting of 13 respondents (41.9%), agree. Additionally, another significant portion of students, comprising 10 students (32.3%), adopted a neutral stance, indicating that they did not hold a strong

opinion regarding the statement. Meanwhile, 6 students (19.4%) strongly agreed, reflecting their highly positive view of the role of speaking in communication. In contrast, a small minority of students, consisting of 1 respondent (3.2%), disagreed with the statement, and another respondent (3.2%) strongly disagreed, indicating that they held a differing view of the role of speaking in communication. In determining the score, the majority of students chose "agree" with a total of 52 points. The second-highest score was achieved by both the "neutral" and "strongly agree" statements, each receiving 30 points. A small minority of students, consisting of 2 students, disagreed, scoring 2 points, and 1 student strongly disagreed, scoring 1 point. The total score, which was the sum of all points, was 115 points. The total score was then divided by the number of students (31), resulting in a score of 3.70. Tomlinson (2011) also said that must be given the opportunity to use language communicate.

Pays Attention and Different Learning Styles

In this aspect, the majority of students provided a positive perception. Based on Table 4.10, many students responded with a neutral attitude, with 15 students, but only one student less than those who agreed (14). The total score obtained was 107 points, and the total score after being divided by the number of students was 3.45. This is a fairly positive score. In line with statement from Sahid, Murianty & Sareng (2024). The use of material in supporting the effectiveness of the teaching process will be helpful when the teacher understand the use of the class regulation.

Maximize Learning Potential

This aspect gave positive perception based on Table 4.11 It shows that most of the students agree with this question as many as 15 (48,4%) students, then 10 (32.3%) students chose neutral. As for students who disagree and strongly disagree as many as 1 (3,2%) students. However, 5 (16.1%) students gave positive answers by answering strongly agree, according to the answers from the table data above. In terms of scores, the neutral responses contributed 30 points, while the agree responses added 60 points. The strongly disagree and strongly agree categories contributed 1 and 25 points, respectively. The total score across all categories was 116, leading to a mean score of approximately 3.74, calculated by dividing the total score by the number of students (31).

Provide Opportunities for Outcome Feedback

In this aspect, the majority of students stated that they agree, and this represents a positive perception from the students. Based on Table 4.12, 14 students out of 31 stated that they agree, with a score of 56 points. However, a number of students chose a neutral stance, with 14 students. Meanwhile, the categories of "disagree" and "strongly disagree" received 1 and 4 points, respectively, which is relatively few. The total score from all categories is 111 points, and the average score after being divided by the number of students is 3.36. This is in line with what Tomlinson (2011) said, "If students' language is evaluated in relation to the reason for its use, then that language has the potential to become a source of strong and valuable knowledge about language use." Based on the quantitative data analysis from all aspects, the researcher added up all the total scores based on the 10 aspects above and obtained a total score of 36.8. Then, the total score was divided by 10, according to the aspect categories, and obtained a total score of 3.68. The average score is 3.68. It can be categorized into the positive category. It shows that the students' perception is "Positive" about the speaking material in the textbook.

DISCUSSIONS

From the interview results, this textbook also received a good response from teachers, such as the book's advantages which make it easier for students to understand the material, as well as attractive pictures and color choices. 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). However, there are also several disadvantages in the book according to teachers, such as the absence of a vocabulary list. From the grand mean collected, it can be concluded that the speaking material in the textbook received a positive response from students and this book also has the quality of making it easier for teachers to teach in class according to interviews I conducted with teaching teachers. According to Imamah *et al.* (2019), this textbook is a type of complementary or supporting textbook. Teachers' perceptions of textbook speaking material also received good responses based on interviews conducted with English teachers at schools. According to teachers, teaching speaking material in textbooks can help students improve their speaking skills, because there are many new words in the textbook material that can be used as recommendations to build students' speaking skills. The textbooks used also make it easier for teachers to teach in the classroom. According to teachers, some of the shortcomings of this textbook are the lack of a vocabulary list, but the advantages of this book are that it is interesting and the language is easy to understand for students, and the speaking practice in the textbook is also useful for students' daily lives. Teachers' views on the quality of speaking material in textbooks have helped teachers in teaching English to students. Good material, simple and easy to understand material for students. Therefore, this textbook can be recommended for use in teaching in the classroom. This textbook received a good response from English teachers at SMP 07 Negeri Prafi.

CONCLUSION

The English textbook "When Ring's a Bell" published by the Ministry of Education and Culture in 2014 was used as a teaching medium for grade 8 students at SMP 07 Negeri Prafi. Therefore, the researcher wanted to analyze several students regarding their perceptions of the speaking material in the textbook. After the researcher gave a questionnaire to grade 8 students, the book received a good response from the students with a Positive score regarding the speaking material in the textbook with a grand mean score of **3.68**, this score is in the positive category from the perception of grade 8 students at SMP 07 Negeri Prafi. This score can be seen in the data collection questionnaire for students. Therefore, this textbook can be recommended for use in teaching in the classroom. This textbook received a good response from English teachers at SMP 07 Negeri Prafi.

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