

THE EFL STUDENTS' PERCEPTIONS OF THE QUALITY OF THE ENGLISH LANGUAGE TEXTBOOK

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Abstract: The purpose of this study is to elicit students' perceptions about the quality of English textbook used by Indonesian EFL students. Although numerous teaching researchers have undertaken research on textbooks, it is still uncommon to conduct textbook research to ascertain students' perceptions on the quality of textbooks. This study employed a mixed-methods approach and gathered data from 300 senior high school students in grade eleven. They were chosen at random among 674 students. These students come from SMA 12 Medan and SMK 3 Parulian Medan. Each school was represented by 150 students in the eleventh grade. Google forms were utilized to collect data. Simple statistics are used to calculate the number and percentage in research data analysis, while interactive data analysis is used to examine qualitative data. The results of this study show that the textbook "Bahasa Inggris" meets the criteria for a textbook of appropriate quality in terms of external appearance, content quality, language or vocabulary used, scoring system, and positive impact. However, the quality of the textbook's look and content may be enhanced. The findings of this study provide a unique viewpoint on the difficulties studied in comparison to earlier textbook research.

Keywords: *EFL Students' perception; English textbook quality; high school.*

INTRODUCTION

Textbooks are essential and cannot be separated from the school-based learning process. A textbook is one of the key sources of learning materials used in the classroom by teachers (Shahid, Qasim, & Iqbal, 2021). The textbook can then be utilized as a compass, guiding teachers and students through the teaching and learning process. Along with a learning syllabus, teaching materials, and instructional methods, a textbook includes a learning evaluation that assesses students' mastery of the book's material as taught by the teacher. As a result, the textbook utilized must be of high quality in order to engage teachers to teach textbook material to students in class and to enhance student achievement of textbook material presented.

The provision of high-quality textbooks is a priority that teachers, schools, and even the government must address. Teachers are required to be able to select textbooks that meet appropriate criteria for classroom use. Additionally, the school, in this case the principal, is urged to be more selective in procuring high-quality textbooks for classroom usage. Book publishers are also critical

to the production of high-quality textbooks. Book publishers must adhere to book publishing standards in terms of content and layout in order to ensure the book's quality. Meanwhile, the government is critical in enacting policies and regulations that enable access to high-quality textbooks. The collaboration of all parties involved in ensuring the existence of high-quality textbooks is crucial for implementation and improvement.

The Indonesian government has made a policy to provide textbooks for students in elementary (SD), junior high (SMP), and high school (SMA) levels issued by the Indonesian Ministry of Education and Culture in order to ensure the availability and quality of textbooks that teachers and students will use in the classroom. The government also recognizes the necessity of having inexpensive, high-quality books available for students who have limited access to good textbooks in the classroom. As a result, students can now obtain books in soft copy, which they can obtain via a website supplied by the Indonesian Ministry of Education and Culture. An English book used by class XI high school students entitled "Bahasa Inggris" is one of

the free textbooks in soft copy format that can be downloaded from the website provided by the government.

Cunningsworth proposed the following criteria for judging whether or not a textbook is of high quality (Milarisa, 2021; Jeong, 2019): 1) The textbook must cater to the needs of students and the learning program's objectives; 2) textbooks must assist students in effectively using language for their purposes; 3) textbooks must cater to the needs of students as students and facilitate the learning process without putting pressure on them to follow specific methods; 4) textbooks must cater to the needs of students as students and facilitate the learning process without putting pressure on them to follow specific methods; 5) textbooks must cater to the needs of students as students and facilitate the learning process without putting pressure on, and 6) Textbooks must have a clear function in assisting teachers and students in the classroom teaching and learning process. Based on the four criteria mentioned, it can be concluded that a good textbook may suit the needs of students while also assisting teachers in accomplishing the learning process' objectives.

Greene and Petty (in Ulumudin, Mahdiansyah, & Joko (2017) divided the criteria for a good textbook into ten categories, including the following: 1) the textbook must be attractive to students; 2) it must be able to motivate students; 3) it must provide attractive illustrations; 4) it must effectively use language (linguistic aspect); 5) it must be related to other lessons; 6) it must stimulate students' creativity and independent activities; 7) it must have clear and firm concepts; 8) it must have a point of view; 9) it must provide consolidation and emphasis on the values of children and adults; 10) can display respect for students' differences. Of the ten criteria, we can summarize that the criteria for a good book must pay attention to aspects of the book's appearance, content, concepts, language, and its impact on students and other users.

The Ministry of Education and Culture's Center for Education and Culture Policy Research in Balitbang likewise divides hypothetical textbook criteria into four groups (Ulumudin et al., 2017). 1) content feasibility; 2) learning support feasibility, such as displayed values and good attitudes; 3) learning support feasibility, such as the use of exact language; 4) presentation (layout) feasibility, such as an attractive picture display From the

perspectives of the two experts above, as well as the formulation set forth by the Center for Policy Studies on Education and Culture, Mission of Education and Culture, it can be concluded that a good textbook must consider 1) the textbook's appearance; 2) the content or material contained in the textbook, including the evaluation system; and 3) the language used must be clear, without multiple interpretations, and have a positive impact on students.

Several scholars have conducted numerous studies on textbooks. Jonathans (2018) examined image construction through the lens of the textbooks used by students in Kupang, East Nusa Tenggara. The textbooks examined provide an accurate portrait of Asian self-identity. Suryani (2018) also delved into the contents of the textbook "When English Rings the Bell," which was produced by the Indonesian Ministry of Education and Culture and adheres to the Ministry's requirements for a good textbook, which includes objectives, language use, content, and design. The findings indicated that the contents of the textbooks examined were of a high quality.

Additionally, Agni, Setyaningsih, & Sarosa (2020), Santosa (2020) and Hendriwanto (2018) were interested in assessing textbook material in terms of gender representation. These studies demonstrate that the textbooks examined have a greater number of male characters than female ones. Naturally, this conclusion demonstrates that the textbook's content has no beneficial effect on students' gender equality (Greene and Petty in Ulumudin et al., 2017). Rahmat & Coxhead (2021) investigated the EFL textbook quality in terms of vocabulary. It was a corpus-based study to explore the use of vocabulary in EFL textbooks for senior high school students in Indonesia. The findings of this study demonstrate that vocabularies in the EFL textbooks influence the students' comprehensions of the textbooks.

Other studies examining textbook material in relation to its cultural setting have been conducted by several scholars (Butar-butur & Pasaribu, 2021; Samsudin, Ansas, & Triarisanti, 2021; Ariawan, 2020; Kim & Ma, 2018). Butar-butur & Pasaribu (2021) conducted a comparison of English textbooks published by domestic and international publishers in terms of the sort of culture and dimensions included in the two textbooks. According to this study, English textbooks issued

by international publishers have a greater amount of foreign cultural content than textbooks published by domestic publishers. The cultural elements included in the textbook will aid students in comprehending the textbook's meaning and substance. Similarly, Ariawan (2020) investigated the cultural dimension in EFL textbook. Moreover, Kim & Ma (2018) and Samsudin et al. (2021) studied the cultural content of textbooks in South Korea. He examined portrayals of American and South Korean culture in Korean high school textbooks. This study demonstrates how the textbook contributes to the formation of cultural stereotypes and the incorporation of a certain culture. Other studies that attempt to elucidate additional facets of a textbook include the following. Yolanda (2018), Inderawati, Petrus, Eryansyah, & Meilinda (2021), Akbarjono, Melati, Martina, Syafryadin (2021) and Ali, Javed, & Murtaza (2020) used certain criteria to identify the strengths and limitations. Additionally, Miroud (2021) evaluated the reading material to ascertain the textbook's content. Gho & Pasaribu (2021) also used modality theory to analyse the content of textbooks in order to determine the semantic meaning of the language employed. In addition, Sulistiyo, Wulan, Al Arif, Efriza, & Anwar (2021) and Darmayenti, Besral, & Yustina (2021) investigated content analysis of English textbooks in Indonesia regarding cultural content and local wisdom. They found that the textbook contents were still lack of cultural information and context. All of the studies listed above focus on the textbook's content, language, appearance, cultural context, and meaning.

Meanwhile, other studies examine textbooks differently than the research above, and this study focuses on EFL students' impressions of textbooks used in class. Although there is a growing body of research on student perspectives of learning, particularly in the online teaching and learning process (Ridho, 2020; Nugroho, Basari, Suryaningtyas, & Cahyono, 2020; Rahman, 2020; Lodhi, Farman, Ullah, Gul, Tahira, & Saleem, 2019; Bali & Liu, 2018). There is still a dearth of study on student impressions of textbooks. Wang & Fan (2021) conducted a study in Shanghai and England on secondary school students' perceptions of the use of mathematics books. They discovered substantial disparities in the role of textbooks used by students in Shanghai and England using the mixed method. Then Morales & Baker (2018)

sought to elucidate how students' perspectives on open scientific textbooks differ. Their research demonstrates that open textbooks can help students develop more positive attitudes and behaviors toward learning.

Jou (2017) also investigated undergraduate students' perceptions of writing textbooks. Using the interview method, he discovered that the students had a favorable opinion of the textbook in question. Nugraha, Ratnawati, & Surachmat (2019) did research on book perceptions in Indonesia. This study differs from the previous one in that it looks at students' perceptions of the impact of utilizing e-dictionaries, rather than textbooks, on their vocabulary knowledge. The results of this study, which used a mixed method approach, show that the majority of students have favorable views about the usage of an electronic dictionary, such as Google Translate, in the translation process.

From the aforementioned studies on students' opinions of textbook use, there are still several opportunities to investigate students' perspectives on the textbook they use in class from various angles. The quality of a textbook is one element that may not have been addressed or on which there has been relatively little investigation. As a result, the purpose of this research is to learn about students' impressions of the quality of their textbooks in class. The textbook under investigation is an English open textbook titled "Bahasa Inggris," which is used by Indonesian eleventh-grade senior high school students. Although there has been research on the quality of "Bahasa Inggris" books (Sihotang, Manik, & Pasaribu, 2021), the focus of this research is solely on comparing the quality of the textbook's content to that of other textbooks, not on students' views of the book's quality.

This study was considered critical to be arrayed to identify the problems or weaknesses of the textbook "Bahasa Inggris" that the students use in the eleventh grade of senior high school. The findings will enlighten the stakeholders (teachers, principles, authors, publishers, and the government) who are involved in the production of the textbook to find the solutions for the improvement of the quality of the textbook

METHOD

The purpose of this study is to examine EFL students' impressions of the textbook "Bahasa Inggris," which was just issued by the Minister of

Education and Culture. It was created for senior high school students in grade XI. The study adopted a mixed-methods approach (Cresswell, 2014). A quantitative method in the form of a survey was used. It provides the number and percentage of students' perceptions based on the questions' parameters. Meanwhile, a qualitative method was necessary to elicit additional descriptions of the students' perceptions via closed interviews conducted using Google form.

The research participants in this study were 300 senior high school students in grades 11 who were chosen at random from a group of 674 individuals. They are students from two separate Medan schools. 150 students from each school's parallel grade 11 represented each school. SMA 12 Medan and SMK 3 Parulian Medan were the schools that took part in this research. The school was chosen because both schools used the Ministry of Education and Culture's "Bahasa Inggris" textbook as teaching material in English classes for class XI. Another reason is because the two schools reflect the city of Medan's public and private schools. The following Google form was used to collect research data: <https://forms.gle/QPg9kWhoYiPrTWJ19>. On Google Forms, students were asked two types of questions. The first was a survey of students' attitudes of the "Bahasa Inggris" textbook they are currently studying in English classes. The question was multiple-choice, with the following options: very, standard, sufficient, and not/less. The three things in the questions are based on the criteria of an good textbook (Milarisa, 2021; Ulumudin et al., 2017). The criteria are: 1) the book's cover and content, 2) the material's feasibility, including the assessment method, and 3) the book's use of language and its impact. The second form of the question aims to elicit more information about what students think about the "Bahasa Inggris" textbook and what its benefits and drawbacks are. It is intended that by exhibiting these two forms of data, they will be able to demonstrate a thorough grasp of how students think about the "Bahasa Inggris" textbook they are using.

The number and percentage of students' perception frequencies that appear were calculated using simple statistical procedures throughout the analysis of study data. In a pie chart format, the usage of Google forms allows for automatic statistical analysis of the frequency of students' perceptions. Then, using the interactive data analysis approach (Miles & Huberman, 1994), qualitative data in the form of words, phrases, and sentences shown by students in response to questions about what they believe about the "Bahasa Inggris" textbook was analyzed and also What benefits and drawbacks of the textbook the students had.

RESULTS AND DISCUSSION

This study examines the perspectives of high school students in Medan on the use of the Indonesian Ministry of Education and Culture's "Bahasa Inggris" textbook. The findings of this study will address the following research issues: how students perceive the textbook's external and internal look, whether the book's contents are easy to comprehend, and whether students find it easy to answer the textbook's practice questions.

The view of the textbook

A textbook's attractive design or layout, both on the cover and within the book, is one of the requirements for a good textbook. The value of a beautiful layout on the cover of this book is regarded a factor in students liking and reading their textbooks. The use of attractive imagery and a variety of colors to capture readers' attention, as well as the use of attractive fonts on the cover and throughout the book, are all factors to consider when determining whether students will be interested in reading a book. Knowing the students' perspectives on the appearance of the "Bahasa Inggris" textbook is regarded necessary in order to evaluate the book's overall quality, including the cover and contents design, image selection, color scheme, font selection, and layout of the images and contents. The following pie chart illustrates students' perceptions of the appearance of this book.

How does the cover and content of the book "English" look in terms of the choice of images, colors, type and size of letters, as well as the layout?

300 responses

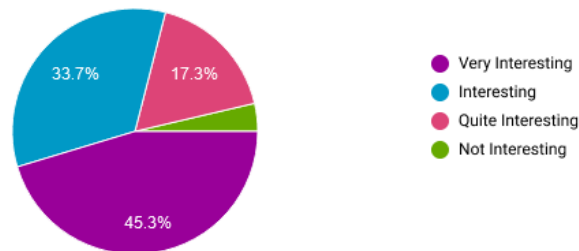


Chart 1. *Students' perception of the layout of the book*

The perceptions of the textbook "Bahasa Inggris" are depicted in Chart 1 by the images used, the color of the cover and contents of the book, the type and size of the letters used, and the layout of the contents or images in the book. A total of 101 students (33.7%) responded that the appearance of the book's cover and contents piqued their curiosity, and that the choice of photographs, colors, typefaces, and layout of the pictures and contents piqued their interest. The majority of the students, 45.5 % (136 students), claimed that the appearance of the textbook was all that mattered to them. Meanwhile, 52 students (17.3 %) claimed they were very interested in the textbook's appearance. However, 11 students (3.7 %) admitted that the textbook's appearance did not appeal to them.

This finding indicates that the majority of students found the book "Bahasa Inggris" appealing, however a minority percentage of students find the book's appearance unpleasant. In other words, this textbook is deemed to be of high quality in terms of aesthetics. The students stressed how the engaging illustrations and colors will entice

them to study the textbook. This finding also aligns with (Ulumudin et al., 2017) textbook standards, which suggest that the appearance or presentation of a textbook is a criterion for a high-quality book. Jonathans (2018) and Suryani (2018) research also reveals that beautiful images and photographs improve students' interest in textbook reading. Increasing kids' interest in reading will surely help students' ability to meet the teacher's learning objectives (Milarisa, 2021; Jeong, 2019).

The language used in the textbook

Using clear language in textbooks that students can understand is critical. Several criteria for effective language use include the use of varied vocabulary that students can understand; the use of grammar that enables students to comprehend the book's reading text in its entirety; and the use of clear and easy-to-understand directions for students. These characteristics will aid students in comprehending the textbooks they use, as a good book is one that provides amazing convenience and benefit to students (Milarisa, 2021).

Is the English used in the book content in terms of vocabulary, grammar, and the instructions used easy to understand?

300 responses

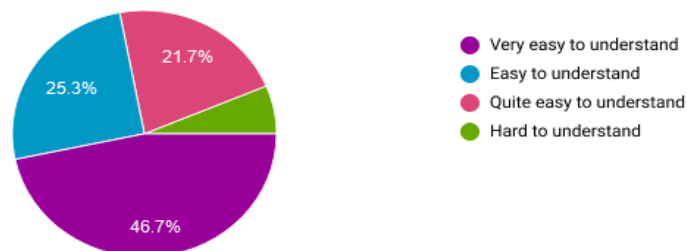


Chart 2. *Students' perceptions of the language used in the textbook*

Students' impressions of the usage of language in the "Bahasa Inggris" textbook vary, as shown in Chart 2. The most common comment from students was that the English textbook they were using was simple to grasp. This viewpoint was stated by 140 students (46.7%). Furthermore, there were 76 students who thought that the textbook's usage of English was simple to comprehend (25.3 %). Around 21.7 % of students indicated that the language utilized was relatively simple to understand (65 students). However, 6.3 % (19 students) believe they are unable to comprehend the language, syntax, and directions in this book. Overall, the number of students who consider English in this book, the vocabulary used in the content and directions, and the usage of grammar is pretty good, ranging from 68.4 % to 69.4 % (205 students). However, 31.6 % of students believe that the textbook's use of language, including vocabulary, instructions, and grammar, is only somewhat easy, if not impossible to understand (95 students).

The findings indicate that the textbook's language use, vocabulary selection, instructional language, and grammar still need to be evaluated and improved in order to reduce the number of students who do not grasp the language and

grammar used in the book. The findings of this study contradict those of Suryani, 2018), who asserts that textbooks issued by Indonesia's Ministry of Education and Culture are of high English quality and easy to understand. With regard to language use, some students, though fewer than 10% of all respondents, believed that a lack of understanding would impair students' comprehension of textbook material (Morales & Baker, 2018).

The assessment in the textbook

The assessment method employed in a textbook that is used by students during the learning process in the classroom is a vital component. The grading system is critical for determining students' comprehension of a textbook's material. As a result, it is critical to solicit students' feedback on the grading system employed in this "Bahasa Inggris" textbook, regardless of how difficult or easy it is to tackle. The assessment system in question is comprised of practice questions or sample exam questions found throughout this textbook. According to the survey results, the following graphic depicts students' impressions of the scoring system used in this book.

Are the practice questions in this book easy to do/answer?

300 responses

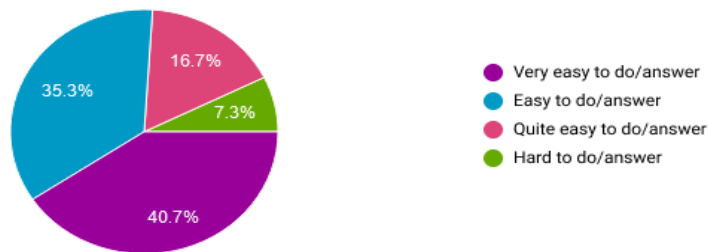


Chart 3. *Students' perceptions of the assessment used in the textbook*

In chart three above, students' impressions of the grading method employed in the "Bahasa Inggris" textbook are depicted. 16.7% of students said the evaluation mechanism in the form of practice questions and sample tests in this book were simple to use (50 students). 122 students expressed the opinion that the exam questions in this book are simple to answer (40.7%). When compared to other perspectives, the number of people who hold this viewpoint is the highest. The students then reported that the questions in the textbook were pretty simple

to complete. There were 106 students in all (35.3 %). Finally, 7.3 % of people believe that the practice problems or examinations in this book are inaccessible or difficult to complete (22 students). There is a little variation in figures between the percentage of students who find it easy to answer practice problems in the book, 57.4 %, and the number of students who say the questions in the textbook are sufficient or tough to do, 42.6 %.

These findings suggest that the assessment mechanism in this book, which includes practice

problems and tests, is difficult for students to understand. As a result, considering the varied levels of students' English skills, the form of questions, variations, and levels of difficulty of the questions in this book should be amended or enhanced. The findings of this study show that students' textbooks are still of poor quality in terms of the assessment system provided in the form of practice questions. This case contradicts Cunningsworth's requirements (Milarisa, 2021; Jeong, 2019), which indicate that a textbook must help students in terms of content and have a good impact on them. As a result, the content of the textbook must be tailored to the teaching objectives and the needs of the students (Miroud, 2021; Inderawati, et al., 2021; Akbarjono, et al., 2021).

The strengths of the textbook

Each student is given the opportunity to express multiple points of view on the benefits of this book. "What are the benefits of this textbook?" is the question posed to students. This question was aimed to elicit further comments from students about English textbooks in addition to those already expressed in the previous questions. Only 178 students out of 300 responded to the survey with their thoughts on the book. This question was not answered by the remaining 122 students. The table below illustrates the top five students' thoughts on the textbook's flaws.

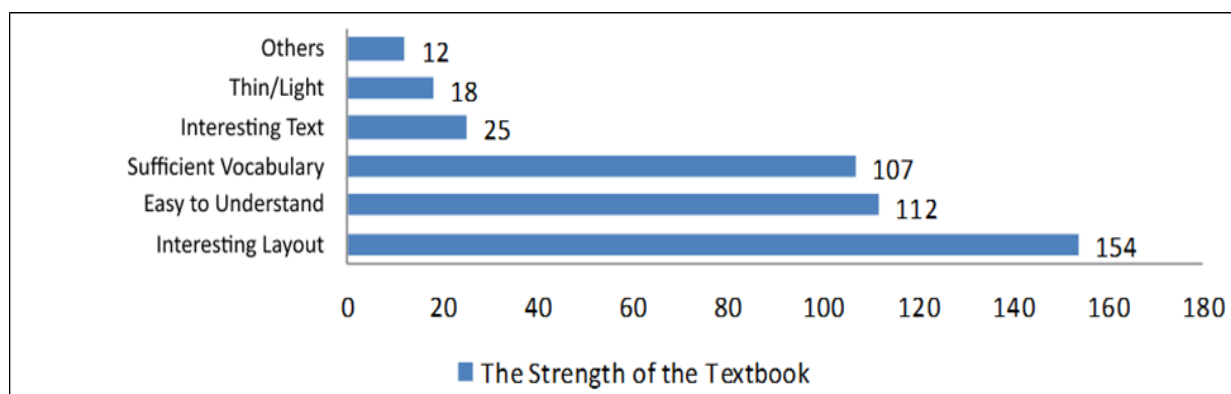


Chart 4. *Students' perceptions of the strengths of the textbook*

The figure depicts students' perceptions of the textbook's benefits. The appealing appearance of the textbook is the most important element for determining the textbook's advantages. This view was given by a total of 154 students. Additionally, 112 students stated that the book's material was simple to comprehend. A total of 107 students indicated that the book's vocabulary was adequate. A small number of students stated that the advantages of this textbook were that it contained an exciting text; for up to 25 students, this textbook was light and easy to carry; for 18 students, this textbook was light and easy to carry; and for 12 students, the advantages of this textbook were that it contained an accessible, practical, and opinionated text. This is in contrast to the criteria outlined in Chart 1.

According to the analysis findings, this textbook has an enthralling appearance. This study reveals that this book meets the aesthetic requirements for a quality book. Ulumudin et al.

(2017) asserted that a beautiful textbook would pique students' interest in reading. Additionally, the textbook's appearance provides an overview of the textbook's contents (Jonathans, 2018). The appearance of the textbook, both on the cover and within, must be a priority for the author or publisher.

Then again, this textbook is pretty adequate in terms of content. More than 30% of students indicated that the textbook's content was simple to comprehend. Additionally, the terminology employed in this work is pretty adequate. This viewpoint is shared by more than 30% of students. According to the findings of this analysis, this textbook has a high level of substance and vocabulary. However, it still needs improvement in order to obtain the maximum amount of research from students that use it.

The weaknesses of the textbook

Each student is permitted to express multiple viewpoints on the book's strengths and flaws. Only 145 of the 300 students questioned expressed an opinion regarding this book, and the majority of the

remaining 155 students did not answer. The table below summarizes the five most significant weaknesses of this textbook as perceived by students.

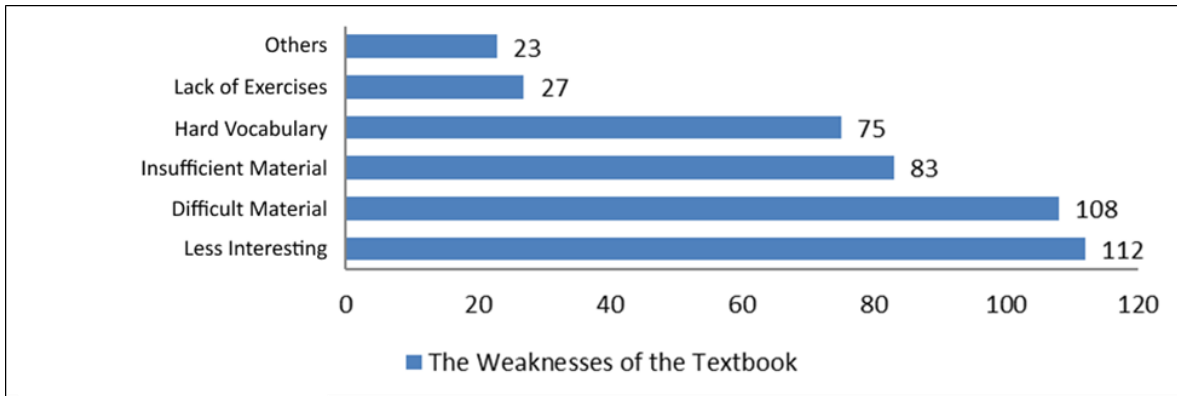


Chart 5. *Students' perceptions of the weaknesses of the textbook*

Students' perceptions of the limitations of this "Bahasa Inggris" textbook are depicted in bar chart 5. The following is a ranking of their perceived weaknesses with this book. It progresses from the most frequently reported criteria for the book's flaws to the least mentioned. To begin, this textbook's appearance is less appealing. This was the consensus of 112 students. Additionally, 108 students stated that the book's material was difficult to comprehend. Then 83 students stated that the information contained in this book was insufficient. 75 students indicated that the vocabulary employed in this textbook was difficult to comprehend. 27 students felt that the number of practice questions in this book was still insufficient. A tiny number of students voiced generalized comments that contradicted the criteria in chart two, such as the responses: there are no flaws, they are not good enough, and they are unqualified.

Several points stand out as a result of the data analysis above. The consequence of the analysis of this book's flaws is evident in its look. As a result of this result, we can see that the appearance of the book is also the most significant weakness of this textbook, despite the fact that the number of students who expressed this opinion is less, namely 112 students, compared to 154 students who stated that the appearance of the book was attractive. As a result of this comparison, we can conclude that while the appearance of this book is sufficient, the presentation quality may be improved. In other words, the appearance of textbooks is a major determinant for student attentiveness. As a result,

authors and publishers alike must pay close attention to this issue.

The textbook's content difficulty comes in second. This textbook was difficult to understand, according to a rather high score of 108 students. When contrasted to the 112 students who indicated that the contents of this textbook were easy to comprehend, we can conclude that some students found the contents of this textbook to be easy to understand, while others with almost the same number found it difficult to grasp. As a result, the criteria for the content of this textbook must be considered in delivering an explanation of the content that is easier for students to understand, particularly the practice questions in this textbook, which must be improved and added while taking into account the students' overall English skills (Milarisa, 2021; Ulumiddin, 2017). The inclusion of practice questions is expected to aid comprehension of the textbook's contents.

This textbook information drew the next student's interest as well. They believe that the textbook's content is incomplete. Although the textbook material is not covered in length, it is critical to supplement this textbook with more engaging and varied information to pique students' interest in using this book independently during English sessions. Additionally, a textbook's use of terminology is critical. Difficult-to-understand vocabulary, whether used in reading texts or instructions in textbooks, becomes a factor that students consider when evaluating a good textbook (Rahmat & Coxhead, 2021). According to the

results of this analysis, the textbook's usage of language is appropriate, however some students believe it may be improved. Additionally, students cite the following elements as shortcomings of this textbook: the book's size is excessive, the quantity of pages is still insufficient, the need for new discussion topics, and other minor concerns that account for 7.6 % of students who expressed this opinion.

The results of the data analysis and discussion above indicate that this research was able to determine the quality level of the "Bahasa Inggris" textbook based on three textbook criteria: 1) the appearance of the cover and content of the book, 2) the feasibility of the content, including the scoring system, and 3) the use of language and its impact. This textbook meets two of the three criteria, while changes are still needed in terms of cover and content, subject matter and additional practice questions, and the use of simple-to-understand language for all students. Additionally, the majority of students stated that the "Bahasa Inggris" textbook benefited students studying English significantly. This conclusion is based on Cunningsworth's theory (Milarisa, 2021) and Ulumudin et al. (2017) assertions that a textbook is considered to be a good one when it gives positive benefits and influences for the students who use it.

CONCLUSION

This study was undertaken to ascertain the "Bahasa Inggris" language's quality level "The Ministry of Education and Culture released a textbook based on the perspectives of students in grade 11 who use it. Through the use of quantitative and qualitative data collecting and analysis techniques, it was determined that the textbook "Bahasa Inggris" meets the criteria for a good textbook in terms of its exterior and internal look. However, some students believe that the textbook's appearance might be improved. In terms of the textbook's content and grading system, the majority of students believed that the textbook's content was adequate for students to use when learning English. However, numerous students felt that the textbook's content and practice questions needed to be expanded and enhanced in quality in light of the students' ability. Finally, based on the language criteria, this textbook could be enhanced in terms of instruction and the use of vocabulary that is easily understood by all students. Additionally, the majority of students

indicated that this "Bahasa Inggris" "They had profited greatly from the textbook in terms of English acquisition.

The educational implication of this study is that textbooks are a necessary component of teaching and learning. As a result, all parties involved in assessing the quality of textbooks must exercise due diligence to ensure that the textbooks used by students are appropriate for their skills and deliver significant advantages and positive outcomes. Publishers and authors of textbooks must guarantee that the books they produce meet the criteria for a good book in terms of appearance, content, rating system, and language utilized, as well as having a positive influence. Additionally, authors or publishers must change textbooks on a periodic basis to improve or enhance the quality of textbooks based on input from students regarding the findings of textbook research such as this. Additionally, the school, both the principal and instructors, should exercise prudent judgment in selecting textbooks for classroom usage based on the criteria for textbooks stated above. The government, through the Ministry of Education and Culture, can exercise its regulatory authority over education by promulgating regulations or policies governing textbook publication and establishing standards for textbook quality.

This research continues to have flaws in terms of the data collection techniques used. The secure interview method places a cap on the amount of information that may be gleaned regarding students' thoughts about their textbooks. Additionally, because the number of respondents in this survey is still relatively small, the quantity of data collected and the outcomes of data analysis will be impacted. Thus, researchers interested in analyzing the quality of textbooks used by elementary, high school, and university students should pay close attention to these issues in order to provide more accurate research results.

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