

TEACHERS' AND STUDENTS' PERCEPTIONS ON AN ENGLISH COURSEBOOK USED IN EFL CLASSROOM**Khairunnisa Dwinalida**

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Abstrak

Terlepas dari pentingnya buku pelajaran dalam proses belajar-mengajar, ada beberapa masalah awal dengan buku pelajaran bahasa Inggris resmi yang ditawarkan sejalan dengan penerapan kurikulum 2013. Tujuan penelitian ini adalah meninjau lebih jauh mengenai persepsi tentang buku pelajaran dari sudut pandang siswa dan guru sangat penting dalam kaitannya dengan masalah itu. Partisipan dalam penelitian ini adalah dua orang guru dan 14 siswa. Analisis frekuensi dan analisis wawancara digunakan untuk mengevaluasi data kuantitatif yang dikumpulkan dari siswa menggunakan kuesioner tertutup dan data kualitatif yang dikumpulkan dari guru menggunakan kuesioner terbuka. Pendapat positif siswa mungkin tidak terlalu mengejutkan, tetapi penilaian keras guru adalah penemuan yang mengejutkan. Kesimpulannya adalah bahwa guru memiliki persepsi yang berbeda dari siswa. Pendapat yang berbeda antara guru dan siswa dapat berkontribusi pada diskusi tentang bagaimana mememanfaatkannya sebaik mungkin, menyarankan perubahan yang diinginkan dalam metode pengajaran, dan menyerukan penyesuaian pemerintah. Serupa dengan ini, disarankan agar guru dapat terinspirasi untuk mendorong siswa menggunakan buku ini untuk meningkatkan pembelajaran bahasa Inggris mereka jika mereka memiliki pendapat positif tentang buku tersebut.

Kata Kunci: *Persepsi Guru; Persepsi Siswa; Buku Ajar***Abstract**

Notwithstanding the importance of a coursebook in the teaching-learning process, there are certain preliminary issues with the official English coursebooks offered in line with the implementation of the 2013 curriculum. Regarding that issue, it is crucial, therefore, to investigate some insights into students' and teachers' perceptions on the coursebooks. The participants in the study were two teachers and 14 students. Frequency analysis and interview analysis were used to evaluate the quantitative data that was gathered from the students using closed-ended questionnaires and the qualitative data that was gathered from the teachers using open-ended questionnaires. The students' favorable opinions may not come as much of a surprise, but the teachers' harsh judgments are surprising discoveries. The inference is that teachers have different perceptions than do students. Different opinions among teachers and students may contribute to discussions on how to make the most of it, suggest desirable changes in teaching methods, and call for government adjustment. Similar to this, it is recommended that teachers might be inspired to encourage students to use the book to enhance in their English language learning if they have positive opinions about it.

Keywords: *Teachers' Perceptions; Students' Perceptions; Coursebook*

Introduction

In all English-language educational situations, the coursebook is a fundamental part of the teaching-learning process. According to the requirements of the curriculum, they will determine what is taught, in what kinds of sequences, and to some extent how, as well as what students learn. The Indonesian government, through the ministry of education, released and recommended coursebooks that were thought to be suitable to be used by students in accordance with the implementation of the new curriculum. But the issue with the provision—the books arrived after the curriculum had been in place for a while—indicates an unprepared setting.

The perceptions of teachers and students, in addition to the context suitability, are a significant component in the effectiveness of coursebooks (Cunningsworth, 1995). It is important to find out how teachers and students feel about the books the government recommends since their perceptions of them are likely to affect how they use them (McGrath, 2002).

Devito (2011, hal. 75) defines perception as the process through which we become aware of a variety of stimuli that have an impact on our senses. According to Sobur (2016, hal. 446), perception is a component of the total process that results in the response when the stimulus is applied to humans, in keeping with Devito's theory. In terms of the definitions, perception is the capacity to react to a variety of stimuli that affect a person's senses. Additionally, functional/personal, structural, and cultural aspects are some of the factors that affect perception, according to Rakhmat (2009, hal. 55). Needs, previous experience, motivation, hope, attention, emotion, and circumstance are all examples of functional/personal elements. Contrarily, structural elements are connected to the strength, volume, and contradiction of the stimulus. Last but not least, a person's environment is a cultural factor.

The use of coursebooks tends to run the range from those who believe they are forced to use them to those who never do because they don't want to or can't locate content that is appropriate for their teaching needs. The teachers who emphasize their instruction on a specific book and those who occasionally utilize a book for specific purposes, when necessary, fall in between those two categories. Because of this, there has been a lot of disagreement over whether it is desirable to base instruction on coursebooks (McGrath, 2002).

Gebhard (2006) explained using textbooks is thought to save teachers' time. Also, well-organized textbooks can step-by-step direct the teacher and learners through a sequence of lessons for novice teachers. Lesson plans with some helpful recommendations or strategies are also available on accompanying teaching manuals or related websites. In fact, it is believed that the textbook has an essential function in the educational process. It is important to precisely describe a textbook's function in the context of foreign language instruction in order to ensure that it is in line with the learner's quality and objectives.

Hutchinson & Torres in (Lee, 2012) regarding the role of ESL (English as a foreign language) textbook, the role of the textbook comes as follows:

First, a dialogue's framework is provided by a textbook. The most notable trend that has lately emerged in the context of English education is the support for learner-centric instruction through discussion. In light of this recent trend, people are apt to believe that textbooks obstruct conversations. But in addition to offering the most specific topic for discussion in a classroom setting, textbooks also set up the framework for social interaction, classroom instruction, and dialogue among participants.

Second, a textbook offers a flexible framework for the teaching process. The goal of English education is to foster creativity in both teachers and students to the fullest extent feasible, and a structured blueprint is the best way to do this. In this sense, a

textbook is seen as a flexible outline that fosters the creativity of every learner involved in the process.

Thirdly, a textbook is a subject open to clear and unrestricted discussion. A textbook can speed up a free-form, determined discourse process since it gives students a distinct subject to study during the learning process. Fourth, textbooks support teachers' advancement. However, a good textbook can assist the teachers in saving their time and ardor to develop their own textbooks and as a result, make teachers be able to cope with new trends in English education or to invest more time in developing themselves. Highly structuralized textbooks are easily considered to deprive teachers of the opportunity to develop teaching skill.

Last but not least, the textbook makes serious negotiating possible. Because a textbook cannot meet every learner's need, its importance is likely to be diminished. However, if the learners' preferences, interests, and requirements are fully taken into account when choosing the textbook's contents, a textbook can fulfill the learners' demand in a clear and effective way.

Fundamentally, course books in ELT should be viewed as a resource for helping students achieve a set of goals and objectives rather than as the decision of the goal itself (Cunningsworth, 1995). Therefore, it is not advised to solely rely on what is offered in textbooks for the teaching-learning process. According to Harmer (2010), engaging students in the material they would be studying is the most crucial component of coursebook use. It implies that a wise instructor will utilize coursebooks as a jumping-off point rather than as a rigidly adhered-to guidebook. Hence, it is apparent that the purpose of coursebooks is not to serve as a master for both teachers and students but rather as a service to both.

Coursebooks can be used in the teaching-learning process in a variety of ways by teachers in practice. The degree to which teachers rely on the textbooks reflects how important they are seen to be throughout the teaching and learning process (Cunningsworth, 1995). In other words, this might reveal a lot about the fundamental methodology that teachers employ when using coursebooks.

It is expected that coursebooks will be rigorously followed and used in the exact order provided by the coursebook in some nations where the curriculum is centrally determined and prescribed for usage (Cunningsworth, 1995). According to Gebhard (2006), this method will leave teachers feeling helpless in terms of using their own creativity with the resources, and some teachers may cave under pressure and merely follow the lesson plan. This demonstrates how a high reliance on course materials can diminish the value of teachers' contributions to the teaching and learning process.

When there is a harmonious relation between coursebooks and teachers, different circumstances are reflected. Coursebooks serve as a good framework for language content and sequencing in such situations, according to (Cunningsworth, 1995), but they are only used in certain circumstances and are complemented by other materials. It is clear that teachers must be able to create their own teaching materials in accordance with the harmonious collaboration between them and the coursebooks. Materials development is "everything that is done to create sources of linguistic input to use such sources in ways that enhance the chance of intake," according to Tomlinson (2011, hal. 2). He, then, outlines a few fundamental guidelines for the design of resources for the instruction of languages:

- a. Materials ought to have an impact.
- b. Learning materials should make students feel comfortable.
- c. Learning materials should promote self-assurance.
- d. Students should perceive the material being presented as relevant and helpful.
- e. Materials ought to encourage and call for learner self-investment.

- f. Students must be prepared to understand the concepts being taught.
- g. Learning materials should introduce students to language in real-world contexts.
- h. Linguistic aspects of the input should be brought to the learners' notice.
- i. The learning materials should give students the chance to utilize the target language for communicative purposes.
- j. Materials should consider how different learning styles exist among students.

In order to learn how teachers or students understand the coursebooks they use, some researchers have conducted studies on perceptions of coursebooks in the practice of teaching English as a second language. Based on McGrath's (2006) research, teachers would benefit from reflecting on and contrasting their own opinions and perspectives with those of their students when it comes to course materials and other parts of the teaching-learning environment. Moreover, Diniah's (2013) research found that teachers had a favorable opinion of the textbook. The teachers believed that the textbook matched the needs of the students, teachers, curriculum, and test. When utilizing the textbook, the teachers employed ways to adjust the tasks, add new materials, and remove old ones.

In his study, McGrath (2006) examined how teachers and students perceived their English coursebooks. However, the research only presents the broad perspectives on the metaphorically inferred functions of coursebooks. It lacks the clarity that comes with a good book in terms of viewpoint. One significant question regarding teachers' and students' perceptions of eligibility is unaddressed by these investigations. In addition, Diniah's research provides a summary of how teachers' attitudes about textbook use in EFL classes were favorable. Nonetheless, a significant aspect of the students' perceptions goes undetected. Hence, this research was undertaken to highlight the value of teachers' and students' perceptions on the use of coursebooks and to highlight the relevance of perceiving from the criteria of a good book as well as of both teachers' and students' perception towards coursebooks.

Research Method

This research was conducted using a descriptive approach. The three variables investigated in this research are the coursebook, teachers' perceptions, and students' perceptions. A random sample of 14 students from a high school in the Banyumas regency of Central Java was chosen for this study out of 140 total students. The 140 students are those who use *Bahasa Inggris* as the learning material as recommended by the ministry of education in accordance with the implementation of the new curriculum in Indonesia. The only two English teachers the school had were involved as the correspondents since this research is expected to involve teachers.

Questionnaires including both open-ended and closed-ended questions were employed as the research's instruments. The close-ended surveys' questions were created using Tomlinson's material development concepts (2011). Students were given a continuum with the statements "Yes" and "No" on it. On the other hand, the open-ended surveys' questions were taken from Cunningsworth's criteria for assessing coursebooks (1995).

The following table clearly illustrates the item number and item number of the questionnaire.

Table 1. The Students Questionnaire

No	Question	Yes	No
1	Is the level of difficulty of the materials match your English proficiency?		
2	Do the materials, activities, exercises and presentation of the		

- book attract your curiosity and stimulate your eager to learn?
- 3 Are the materials, activities and exercises of the book in line with your motivation in learning English?
 - 4 Do the examples of texts, conversation audio or text and activities represent their use in the real context?
 - 5 Are there any relationship of the materials, activities, and exercises of the book with your culture and environment?
 - 6 Are the materials challenging and achievable for you?
 - 7 Does the book provide activities which require you to actively communicate using English?
 - 8 Are the materials presented from the simple to the most complex one?
 - 9 Does the book accommodate your learning style?
 - 10 Does the book present variety of texts, activities, and materials which are suitable for your interest?
 - 11 Is the book eligible to be used as your learning resource?

Using SPSS, quantitative data from the student questionnaire was examined to determine frequency distributions. The percentage of each response was then calculated using the frequencies. The following phase involved categorizing the parentage according to the following criteria:

Table 2. Score of Percentage and Its Interpretation

Score of percentage	Interpretation
0.00%	None
0.01% - 24.99%	A few of
25% - 49.99 %	Nearly half of
50.01% - 74.99%	The best part of
75% - 99.99%	Nearly all of
100%	All of

Taken from Warsito (1992)

On the other hand, to address the inquiries regarding the teachers' perceptions, the qualitative information gathered from the teacher's questionnaire was then logically described.

Finding and Discussion

Students' Perceptions on English Coursebook Used in EFL Classroom

The purpose of the following points is to describe the significance of each item's response.

a. Item Number One

The question is "Is the level of difficulty of the materials suitable for your English level?" Respondents' answers are shown in the following table.

Table 3. Question Number 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No	1	7.1	7.1	7.1
Yes	13	92.9	92.9	100.0
Total	14	100.0	100.0	

As shown in the table, 1 (7.1%) of the respondents selected "No" for the statement. 13 people (92.9%) chose for "Yes," in contrast. The data shows that almost all of the respondents believe that the materials' level of difficulty is appropriate for their English proficiency. The results indicate that the book doesn't require much effort from the students to comprehend the material. In other words, the book can satisfy Tomlinson's (1998) criteria that instructional materials should make students feel comfortable. So, it may be inferred that the book does not really require too much attention in terms of difficulty, indicating that change is just not necessary.

b. Item number 2

The question is "Do the materials, activities, exercises and presentation of the book attract your curiosity and stimulate your eager to learn?" The following table displays the responses from the respondents.

Table 4. Question Number 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	21.4	21.4	21.4
	Yes	11	78.6	78.6	100.0
Total		14	100.0	100.0	

The data shows that 3 respondents (21.4%) selected "No" for the statement. 11 people, or 78.6%, selected "Yes," in contrast. The statistics show that a significant number of respondents agree that the book's material, activities, exercises, and presentation stimulate your curiosity and pique your want to learn. The analysis's findings indicate that the book was successful in grabbing students' interest and getting them to use it as a learning resource. The materials, exercises, and presentation of the book by the author (e.g., uncommon topics, graphics, colors, photographs, and surprising activities) all match (Tomlinson, 2011) suggestion that materials should have a significant effect. The positive results that the students have will give them better opportunities to process the language in the materials.

c. Item number 3

The question is "Are the materials, activities and exercises of the book in line with your motivation in learning English?" The subsequent table displays the answers provided by respondents:

Table 5. Question Number 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
Total		14	100.0	100.0	

4 (28.6%) of the respondents answered "No" for the statement, as shown by the table. 10 people (71.4%) opted for "Yes," in contrast. The majority of respondents, based on the data, find that the materials, exercises, and activities in the book align with their desire for learning English. In line with the analysis's findings, the majority of students believe that the book has contributed to their motivation to learn English. For instance, if a student is motivated to learn English

because they enjoy English debate, they can find a variety of engaging themes to discuss. Despite the fact that this study does not ask specifically why students want to learn English, the analysis's results show that the book's content is acceptable enough for readers to view it as a pertinent and practical learning tool (Tomlinson, 2011).

d. Item number 4

The question is "Do the examples of texts, conversation audio or text and activities represent their use in the real context?" The table below displays the responses provided by respondents.

Table 6. Question Number 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	35.7	35.7	35.7
	Yes	9	64.3	64.3	100.0
Total		14	100.0	100.0	

5 (35.7%) of the respondents answered "No" for the statement, as shown in the table. But, 9 respondents (64.3%) opted for "Yes". The most of participants, based on the data, concur that the texts, chat audio or text, and activities represent their use in actual contexts. The findings show that students frequently believe the book's information relates to how the target language is utilized in everyday communication. The texts are exactly the same as what they typically read in magazines, newspapers, and other sources of information. The dialogue they hear is comparable to what they would hear on television, the radio, or in other real-world environments. Finally, students feel as though they are actually using their language in the context of daily life while they are engaging in the book's activities. With that explanation, it is appropriate to say that the book satisfies Tomlinson's (1998) recommendation that instructional materials expose students to real-world use of the target language. This result is also strengthened by research that was conducted by Syariatun (2020) which stated students will more increase their success when they are exposed to the authentic materials.

e. Item number 5

The question is "Is there any relationship of the materials, activities, and exercises of the book with your culture and environment?" The following table displays the responses provided by respondents:

Table 7. Question Number 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
Total		14	100.0	100.0	

The table shows that 2 respondents (14.3%) selected "No" for the statement. Nonetheless, 12 respondents (85.7%) opted for "Yes". As demonstrated by the data, almost all of the respondents agree that there is a connection between the book's topics, activities, and exercises and their culture and environment. The outcome of the data analysis at this point suggests that the book's author added certain cultural values. Tomlinson (2011) argues that this is crucial because

including local cultural background might help students feel more comfortable. Students can engage with the subjects they are familiar with, which can trigger that feeling to surface.

f. Item number 6

The question was “Are the materials challenging and achievable for you?” Respondents’ answers are shown in the following table.

Table 8. Question Number 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	21.4	21.4	21.4
	Yes	11	78.6	78.6	100.0
Total		14	100.0	100.0	

The study revealed that 3 respondents (21.4%) voted "No" for the statement. 11 people, or 78.6%, selected "Yes," in contrast. This data implies that a large percentage of respondents believe that the materials are difficult but doable for them. The analysis's findings show that the students believe the subject matter is challenging them. It does not imply, however, that they think the book's substance to be particularly challenging. Despite the fact that some readings and tasks require careful consideration, they nonetheless seem doable. Such clarification supports Tomlinson's claim that the book has been beneficial in fostering learners' confidence (2011).

g. Item number 7

The question is “Does the book provide activities which require you to actively communicate using English?” The following table displays the responses of the respondents:

Table 9. Question Number 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	35.7	35.7	35.7
	Yes	9	64.3	64.3	100.0
Total		14	100.0	100.0	

5 (35.7%) of the respondents answered "No" for the statement, based on the table. But, 9 respondents (64.3%) opted for "Yes". The huge percentage of participants, based on the data, confirm that the book offers activities that call for active communication in English. The analysis's research shows that the book expects students to constantly use the target language they are learning through the exercises. Students participate in activities that are managed by teachers, but they are also free to choose the topics, approaches, and modes of expression for the interactions. This indicates that the work is thought to be consistent with Tomlinson's stated goal of producing communicative language (2011).

h. Item number 8

The question is “Are the materials presented from the simple to the most complex one?” Respondents’ answers are shown in the following table:

Table 10. Question Number 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
Total		14	100.0	100.0	

As shown in the table, 8 (57.1%) of the sample of the study said "No" for the statement. In contrast, 6 respondents (42.9%) answered for "Yes". The respondents generally, as indicated by the data, dispute that the contents are presented in order of increasing complexity. The analysis shows that the book does not adhere to Tomlinson's theory that a presentation that prioritizes understandable materials at the beginning will prepare students for the lessons being taught (2011).

i. Item number 9

The question was "Does the book accommodate your learning style?" The responses from the respondents are shown in the following table:

Table 12. Question Number 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
Total		14	100.0	100.0	

7 (or 50%) of the respondents selected "No" for the statement, as indicated in the table. Likewise, 7 respondents (or 50%) preferred "Yes". With regard to the data, only half of the respondents think the book fits their learning preferences, while the other half do. The heterogeneous conditions of the students have an impact on how they interpret the book's discussion of diverse learning styles. It is obvious that the book does not adequately address Tomlinson's (2011) suggestion that learners have different learning preferences.

j. Item number 10

The question was "Does the book present variety of materials, activities, and exercises which are suitable for your interest?" The following table displays the respondents' responses:

Table 12. Question Number 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	"No"	5	35.7	35.7	35.7
	"Yes"	9	64.3	64.3	100.0
Total		14	100.0	100.0	

5 (35.7%) of the respondents answered "No" for the statement, as reported in the table. But, 9 respondents (64.3%) chosen for "Yes". The large number of responses, based on the data, conclude that the book offers a variety of texts, activities, and resources that are appropriate for your interests. Based on the data analysis, the author of the book appears to be aware that learners have varying views in addition to using different books (Tomlinson, 2011). The materials,

games, and exercises are offered based on a variety of cognitive styles to satisfy their various interests.

k. Item number 11

The question was “Is the book eligible to be used as your learning resource??” The responses from the respondents are shown in the following table:

Table 13. Question Number 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	“No”	2	14.3	14.3	14.3
	“Yes”	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

The table shows that 2 respondents (14.3%) selected "No" for the statement. Nonetheless, 12 respondents (85.7%) voted for "Yes". This information shows that nearly all of the respondents believe that the book is appropriate for use as a learning resource. The studies reveal that the book genuinely satisfies the criteria in terms of the students' component. Whilst it is not very relevant, the existence of unfavorable perceptions may nonetheless be taken into account by teachers when choosing books for their students.

Teachers' Perceptions on English Coursebook Used in EFL Classroom

The analysis of the interview was done to get information about the teachers' perceptions. The interview's questions were divided into five classifications: (1) The coursebook's suitability for the needs of the students. (2) The appropriateness of the textbook for the target language (3) Coursebook eligibility for students' demands during the learning process (4) The function of coursebooks as a learning aid (5) Acceptance of coursebooks.

Concerning the coursebook's suitability for the needs of the students, the teachers agree that it does so and that it also aligns with the program's goals and objectives. They think that the information in the student and instructor books has been modified to meet the required level of competency. The teachers' statement demonstrates that the book satisfies Cunningsworth's (1995, hal. 15) criteria that coursebooks should be appropriate for learners' needs and align with the program's goals and objectives.

The teachers claim that the book emphasizes on using the target language as a form of communication, making it acceptable for use with that language. Even one of the teachers went so far as to clarify that students are given examples of texts at the beginning of each chapter, and they are expected to take part in discussion and question-and-answer sessions. Also, as noted by both teachers, the book offers a variety of exercises that require students to work and learn independently. One respondent, however, makes the argument that students occasionally need teachers' assistance because they are likely to run into some uncertainty when doing the activities. From that explanation, it can be seen that the book, in terms of how it represents the use of the target language and encourages readers to be independent learners, somewhat fulfills the criteria set forth by (Cunningsworth, 1995).

The materials offered in the book, in the opinion of the teachers, are not complex enough to meet the needs of the students during the learning process. As said by them, the learners can still master the content. The respondents offer diverse perspectives on the themes. One of the respondents believes that the themes covered in the book are highly intriguing, despite the fact that some of them have little bearing on the student's background, while the other believes that the topics are unremarkable. One of the

respondents think that using colors to highlight some key aspects can help students remember knowledge because of how it looks. But, there are only a few photographs in one chapter. Actually, it is indeed crucial for igniting students' imaginations. Furthermore, both respondents feel that the book cannot accommodate various learning styles in terms of accommodating them. One of the answers makes it clear that the book is solely suitable for learners with visual learning preferences. The teachers' inventiveness is the only way to cater to the kinesthetic and auditory learning types. One of the respondents even inquired as to why there weren't any listening exercises that would ideally support kids with auditory learning styles. Finally, both teachers agree that the language models employed in the book are simple enough for the children to understand in terms of language complexity. One of the teachers feels that even if the level of difficulty has increased somewhat from the last book, the language is still easy to understand. Even though the most of the sentences used in the book are simple and compound sentences, the other teacher advises that the language level has to be raised. There is no example of a difficult sentence that would be useful to students in their everyday lives. The teachers' responses show that the book requires significant improvement in various areas. This demonstrates that the book did not consider all of the demands of the students during the learning process.

Both teachers agree that the material of the book fits the context of the students from the perspective of the coursebook's role as a learning support. One of the teachers, the topics in the large portion of the chapters are not isolated from the lives of the students. As well, the book is sufficiently helpful for both teachers in terms of their preparation for the classroom. One of the teachers thinks the book has well-managed activities that have been presented. He also believes that he cannot entirely rely on the book because it may become boring during the teaching and learning process. Further, both teachers criticize the book for lacking a listening exercise. Even one of the teachers notes the lack of dialogues. The book appears to need significant development as a learning tool, particularly in terms of the listening exercises and dialogues. This finding is also supported by a study that was conducted by Diniah (2013). In her study, she revealed that the teachers perceived positively towards the textbook. The teachers considered that the textbook suited the students' need, teachers' need, syllabus and examination. Furthermore, McGrath (2006), in his study, concluded that there is value and teachers researching their learners' beliefs and attitudes—in relation to coursebooks and other aspects of the teaching-learning environment—and reflecting on and comparing these with their own.

In response to the final query, it appears that the perspectives of the two teachers on the suitability of the book are different from those of the students. The book isn't considered appropriate for use as a learning resource by the teachers. They think there must be significant advancements in a number of areas. Also, they recommended that the government release the improved and user-friendly revision. The teachers' explanation of their responses reveals their dissatisfaction with the book. So, it is thought that the modification and enhancement are crucial.

Conclusion and Suggestion

The usefulness of coursebooks in the English classroom is well known, and the responses to the questionnaires earlier in this research have shown that there are differences between teachers' and students' perceptions of the recommended coursebook. Although the students' favorable opinions may not come as much of a surprise, the teachers' harsh remarks are a startling discovery. The teachers' opinions show how inappropriate the book is for them. The issues with the presentation of picture one of the chapters, accommodating students' learning preferences, language models, listening exercises, and the dearth of dialogue examples are the root of the negative opinions.

The purpose of this study was to highlight the teachers' and students' perspectives that might affect how they feel about the coursebook. Talks about how teachers might use the book most effectively in the classroom may be sparked by students and teachers expressing differing opinions. The government's amendment and the desired changes to teacher practices may then have an impact. Similar to this, it is proposed that students' good opinions may inspire teachers to encourage their students to use the book to assist in their English language learning.

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