

**THE USE OF INTENSIVE ENGLISH BOOK IN EFL CLASS: STUDENTS'  
PERCEPTION**

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**abstract**

This research aimed at finding out the students' perception towards Intensive English book of English Enrichment Program of UMP. Descriptive quantitative using survey was used as the method of this study. 70 students from 8 departments of Teacher Training and Education Faculty were chosen as the subject of this research. Moreover, 8 students were selected as the interviewee. Questionnaire and interview were used as the instruments in collecting the data. Descriptive statistic was used as the data analysis. The result showed that the students have positive perception towards Intensive English book of English Enrichment Program of UMP. It can be seen from the result of questionnaire that reaches 71%. Based on the findings of the research, it is suggested that the Intensive English book should have improvement in the design, cover and the illustration in each chapter.

**Keywords: Students' Perception, Intensive English book, English Enrichment Program**

**INTRODUCTION**

Intensive English book is a textbook for English Enrichment Program compiled by Language Development Center (LDC) Universitas Muhammadiyah Purwokerto. There are 6 books from the level of starter, elementary, pre-intermediate, intermediate, upper-intermediate, and advance. These books are used to guide non-English Department students to learn English. Besides that, they are also used to help the teachers as the teaching guide in their classroom. As stated by Hutchinson and Torres (1994) in Diniah (2013:185), textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. That is why having English text book in learning English is important to support English learning.

All books have its core competence in every unit and it is categorized by basic competence. The competence is issued to design the materials and tasks. Therefore, the level of difficulty of each book is surely different from each other. Starter as

the first level of the CEFR is the basic level, while advance has the most complicated material. It is related to the capability of the students. The highest level will get advance and the lowest one will get starter.

The four skills of English are provided in the books. It can be seen that the two skills presented in the book are well-ordered from receptive to the productive skills or from reading and listening to speaking and writing. It is fair enough because the students get the receptive skill first then they try to learn the grammar based on the theme. After that, they will have good productive skill after having enough material.

All the material in the book are beneficial to improve students skill. It can be seen in the text of "The Right Job for You". It shows the students how to look for job that is suitable in their future. Therefore this information will be very beneficial for them and it can add their knowledge about looking for job. It also

provides new vocabularies to increase their vocabulary.

However, there are several weaknesses of Intensive English book such as unclear instruction, unclear picture, unclear audio, and difficult text. Those might impact to the students understanding. They will hardly understand the next material if the audio is not clear enough because the audio is come first as well as the picture.

Due to strength and weaknesses, the book will give a different perception to the students. The students who think that the book is good and easy to learn will feel happy and get motivation to learn. In contrast, the students who think it is not good and difficult to learn will be not happy with the book and reluctant to use the book.

Therefore, this research is intended to find out the students' perception of intensive English book. Since there is still no research investigating the students' perception toward this book in Universitas Muhammadiyah Purwokerto.

## THEORETICAL REVIEW

Textbook plays important role in teaching learning activities. It helps the teacher to deliver material in the class. McGrath (2002) in Anjaneyulu (2014:182) asserts that textbooks can set the direction, content and they can propose ways in which the lesson is to be taught. Textbook can be the reference for teacher to guide them in teaching learning. In addition, Mudzakir (2004) in Amrina (2018:8) said that a textbook is complemented with student work. Textbook mostly use in educational institution or school and it provide tasks and material. The material can guide teacher teach and the additive tasks make students learn outside the class.

Textbook is very beneficial for both teacher and students. It used to guide the teacher in teaching learning process. Cortazzi and Jin (1999) in Bojanic (2016:139) refer to a textbook as a teacher,

a map, a resource, a trainer and an authority. Further the teacher can use it for their resource in the class and it minimizes their time in preparing the material in learning process. A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003) in Mahmood (2011:171). The completeness of textbook helps teacher conduct the class because it provides material and they can use it directly.

The aim of textbook has not always have correlation with students' activeness in the class. They might be active when they are really like English and the teacher makes them feel comfortable in leaning teaching. It is not always the textbook that make them increase their knowledge but the other aspects also support them. Gurung's (2003) in Hoshangabadwala (2015:5) research findings show that a negative correlation between the students' perception of the helpfulness of key terms and actual student performance. According to Gurung, the students might have different perception toward the book. The book might helpless to them who like learning English trough other sources. These type of students who dislike open English textbook and they prefer to learn English without books.

There are several elements to know whether the textbook is good or not. Based on Chengeni and friends (2016:2326) there are four elements to know good English textbook, there are; content, vocabulary and grammar, exercise, and attractiveness of the book. Content of textbook is the whole structured material that provide in the textbook. Chegeni and friends (2016:2326) said that content of subject matter is presented topically in an organized manner. Based on their statement, the content of textbook arranged in a sequence and well organized. It makes their understanding build from easy material to difficult so that they can catch the information in each chapter well.

Vocabularies and grammar should cover in the textbook. Especially new

vocabularies for the students, it should be written before the students learn the material as keywords. The common vocabularies and grammar that use in the book should easy to understand so the students' can use it in their daily English conversation. As stated in Chegeni and friends (2016:2326) the common vocabularies should be functional for students and learners to use in their daily conversations.

The exercise should build the knowledge of main ideas, details, and sequence of ideas. The structure of the activities should be sequence to build students understanding, and the exercise in every part should make students deeply understand the material. This sequence can make students understand the exercise well because it already takes a part with the same material. Every exercise has its instruction to make students understand what they should do. The students need instruction to guide them before doing the exercise and based on Thanabalan, Siraj, and Alias (2015) in Leonard (2018:52) instruction can be developed to match the needs of the indigenous learners. The instruction in textbook used to guide the students to finish the exercise as their need.

Chegeni and friends said that the appearance of the book also make the book has special impression to the students. The book must have good cover, interesting pictures, well design, well text design, clear text and picture. That makes the book good looking and helps students gain their interest in learning English trough the book. Otherwise, the students might not be interested in the book if it has bright color or unclear pictures. The pictures make students easy to understand the given situation in the book and they can guess what they have to do.

## **METHOD**

The method of this research is descriptive quantitative using survey. Pinsonneault and Kraemer (1993) in

Glasow (2015:1) defined a survey as a "means for gathering information about the characteristics, actions, or opinions of a large group of people". The mount of large participant can be covered by using survey and it concluded specific aspect such as students thought, act, perception and some subject that they feel in something. Thus, survey was used to know students perceptions of the third semester of Education Faculty, Universitas Muhammadiyah Purwokerto.

This research used 344 students of Education Faculty as the population and 70 students were used as the sample. Random sampling using lottery was used as the sampling technique. Those 70 students were got from 20% of the population as stated in Arikunto (1993:107) said that sampling for descriptive research can be obtained from about 10%-15% or 20%-25% of the population.

Questionnaire and interiew were used to collect the data. This research was used close questionnaire. It consists of 18 questions using the following indicators. Then, it also used semi-structured interview with 7 questions to be ased to 8 studnets.

There are several steps in analysing data using questionnaire. First, scoring the questionnaire using the formula from Ali (1987:184). It is students' score defided (n) by maximum score which students should get (N) times 100%. The second is determining the score of each item from five-point Likert-Scale. The third is classifying the students' perception into the categories of negative or positive perception. Fourth, Describing the data from the results of the questionnaire.

## **FINDINGS AND DISCUSSIONS**

The students have a positive perception towards Intensive English Book, this can be seen from the result taht covers 71%. Moreover, the result for each indicator can be seen in Table 1 below:

*Table 1*  
*Students' Perception toward Intensive English book*

No	Indicators	Percentage
1	Content	72.5%
2	Vocabulary and Grammar	73.1%
3	Exercise	71.4%
4	Attraction	66.2%

From the table above, the highest students' perception is on vocabularies and grammar which covers 73.1%. Then, it is followed with the students' perception on the content with 72.5% and students' perception on exercise which covers

71.4%. The last and the lowest perception was on the attraction of the book, with the percentage of 66.2%.

In detail, the result of students perception on the content of book can be seen in table 2 as follows:

*table 2*  
*Students' perception on Content*

No.	Item	Percentage
1	I can easily understand the material in Intensive English Book (IE)	71%
2	I can understand the material because it has correlation in each chapter.	74%
3	I can easily understand the material because it is related to the daily life	70%
4	The text gives new information for me	77%
5	The material in IE makes my English increase	71%
Average		72.5%

From the table above, we can see that the highest percentage was on item number 4 with 77% in which the students percieve that the text in the book gives new information for them and the lowest was the statement of "I can easily understand the material because it is related to daily life" with 70%.

This result was in line with interview reult in which the students stated that the content of the book gives information for the students due to the ease and the vocabularies:

"I think Intensive English book is easy to be understood from the content and the language"

(Student 1, interview on 28 November 2018 at 16:07 WIB).

"I think this book is easy to be understood, the new information in the text give me new vocabulary as well, so that I know lot of new vocabularies".

(Student 3, interviewed on 29 November 2018 at 14:50)

Moreover, the result of students perception on vocabulary and grammar can be seen in table 3 below:

*Table 3*  
*Perception on Vocabulary and Grammar*

No.	Item	Percentage
6	Intensive English book consist of new vocabulary that useful for me	80%
7	The vocabulary in Intensive English book is easy to be	70%

	understood.	
8	The vocabulary of IE can increase my English competence.	75%
9	The grammar provided in IE is easily to be understood.	69%
10	IE helps me to increase my accuracy in grammar.	72%
Average		73.1%

From the table, the highest students' perception on vocabulary was on item number 6 with 80% and the lowest perception was on item number 9 with 69%. It showed that students can use new vocabulary that provided by intensive English book in their life. However, they were quite hard to understand the grammar material. It is supported by the students results in interview as follow :

“For me, I have understood the new vocabularies from the exercise. I also have found its meaning by myself as well. So that I can understand more”

(Student 7, interviewed on 13 December 2018 at 13:24).

“I cannot understand lots of new vocabularies in Intensive English

book. I can understand the words only if the lecturer has already explained them”

(Student 5, interviewed on 3 December 2018 at 12:22 WIB)

The interview result shows that the student can understand the new vocabularies given in the exercise. In addition, looking for the meaning of new words in dictionary make them remember the meaning of the words. Teacher explanation also supports student understanding, so the role of teacher is very important in the class.

In addition to this, the students' perception on Exercise of the book can be seen in table 4 below

Table 4  
The students' perception on Exercise of the book

No	Item	Percentage
11	I can understand every instruction in IE book's exercise	71%
12	The exercise in IE helps me to learn English	74%
13	I can understand the exercise in IE book easily	71%
14	The exercises make me think more critically.	71%
Average		71.4%

The result showed different result than others indicators. 74% of students stated that the exercise in IE helps me to learn English Then, 71% of students think that the exercises are easy to understand and can make them think critically. This result is also supported by the result of interview in which it is stated that teacher's explanation is important before asking students to do the exercise. It makes students more understand rather than only read the text:

“The exercise is easy because the teacher has explained what we should do before doing the exercise, so that we are not confused”.

(Student 3, interviewed on 29 November 2018 at 14:50).

The last indicator is the attractiveness of the book. The students' perception on it can be seen in table 5 below:

Table 5

*The Attractiveness of The Book*

No	Item	Percentage
15	Display of cover's book made me interested in learning English.	69%
16	The design of each material is very interesting, which makes me enthusiastic in learning English.	66%
17	Display text makes me interested in reading the text.	63%
18	The images presented in the book are very clear and help me understand the material.	66%
Average		66.2%

This perception has the lowest perception among others. It can be seen that all the item has under 70%. However, it still in positive perception. The highest percentage was on item number 15 and the lowest was on item number 17 with the percentage of 63%. In this perception showed that the cover of the book can affecting students interest but then reading text did not affect their desire to read the text. It is supported with students interview result:

“The colorful cover is interesting but it did not affect my interest. I want to learn English when the teacher makes me understand”  
 (Student 1, interviewed on 28 November 2018 at 16:07 WIB).

From students' opinion, the cover of the book did not make them interest in learning English even it has good cover. The most important affect in affecting students interest is teacher itself.

**CONCLUSION AND SUGGESTION**

**Conclusion**

From the data analysis, it can be concluded that the students have positive perception towards Intensive English book of English Enrichment Program of UMP. It can be seen from the result of questionnaire which covers 71%. The highest students' perception toward

Intensive English book is on vocabularies and grammar which covers 73.1%. Then, it is followed with the students' perception on the content with 72.5% and students' perception on exercise which covers 71.4%. The last and the lowest perception were on the attraction of the book, with the percentage of 66.2%.

**Suggestion**

After gaining data, several suggestions are proposed as follows:

1. The cover of intensive English book should be changed into the eye-catching one. It can be changed into British picture or the picture that have sign of English. It creates different atmosphere while seeing the book that has England cover.
2. The text in Intensive English book should be designed into creative one. So, the students can enjoy the text while reading it.
3. The picture in every material should be changed into the colorful one because it will help students to learn English with the colorful picture. Some materials need the colorful pictures to support students understanding.
4. The explanation of grammar should be added. It will help the students to read while they are studying at home.
5. The teacher must care of the use of Intensive English book in the class. So that it can maximize the use of the book to increase the English competence of the students.

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