

**STUDENTS' PERCEPTION AS READERS OF GRONLUND'S  
MEASUREMENT AND EVALUATION IN TEACHING 6<sup>TH</sup> EDITION  
TEXTBOOK AT ENGLISH DEPARTMENT UNIVERSITY  
MUHAMMADIYAH OF PURWOKERTO**



**A Thesis**

**Submitted to English Department as a Partial Fulfillment of the Requirement  
for S.Pd Degree**

**by:  
CINDYRA GALUH WARDANI  
1201050012**

**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
UNIVERSITY OF MUHAMMADIYAH PURWOKERTO  
2016**

## APPROVAL

Title : **STUDENTS' PERCEPTION AS READERS OF GRONLUND'S MEASUREMENT AND EVALUATION IN TEACHING 6<sup>th</sup> EDITION TEXTBOOK AT ENGLISH DEPARTMENT UNIVERSITY MUHAMMADIYAH OF PURWOKERTO.**

Author's Identity:

Name : Cindyra Galuh Wardani

Sex : Female

Student Number : 1201050012

Faculty : Teacher Training and Education

Department : English Education Department

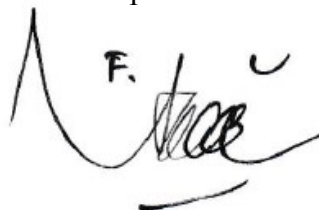
Address : Jl. Palem Indah Blok C2 no 62, Rt/w: 03/10,  
Purwokerto Timur, Banyumas, Jawa Tengah

E-mail : [cindyragaluhw@gmail.com](mailto:cindyragaluhw@gmail.com)

Supervisor : Dr. Furqanul Aziez, M. Pd.

Approved by:

Supervisor



Dr. Furqanul Aziez, M. Pd.

NIP. 19621106 198910 1 001

**SKRIPSI BERJUDUL**

**STUDENTS' PERCEPTION AS READERS OF GRONLUND'S  
MEASUREMENT AND EVALUATION IN TEACHING 6<sup>th</sup> EDITION  
TEXTBOOK AT ENGLISH DEPARTMENT UNIVERSITY  
MUHAMMADIYAH OF PURWOKERTO.**

Yang dipersiapkan dan disusun oleh

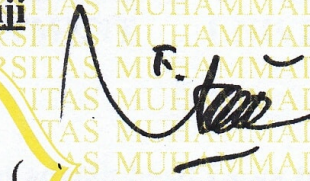
**CINDYRA GALUH WARDANI**  
1201050012

Telah dipertahankan di depan Dewan Penguji pada tanggal 9 Agustus 2016 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan persyaratan untuk mendapatkan gelar Sarjana Pendidikan Program Studi Pendidikan Bahasa Inggris

**Susunan Dewan Penguji**


**Pembimbing**

**1. Dr. Furqanul Aziez, M. Pd**  
NIP. 19621106 198910 1 001

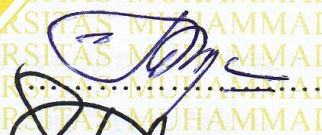


**Penguji**

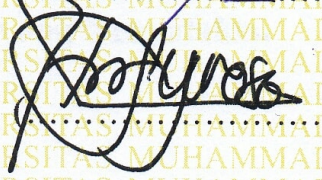
**1. Listiani, M. Pd**  
NIK. 2160448



**2. Dra. Hj. Titi Wahyukti, M. Pd**  
NIP. 19530325 198312 2 001



**3. Drs. Bambang Suroso, M.Hum**  
NIK. 2160102



Purwokerto, 9 Agustus 2016  
Universitas Muhammadiyah Purwokerto  
Fakultas Keguruan dan Ilmu Pendidikan  
Dekan



**Drs. Pudjono, M. Hum**  
NIP. 19560508 198603 1 003

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini :

Nama : CINDYRA GALUH WARDANI

NIM : 1201050012

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Menyusun skripsi dengan judul:

**STUDENTS' PERCEPTION AS READERS OF GRONLUND'S MEASUREMENT AND EVALUATION IN TEACHING 6<sup>th</sup> EDITION TEXTBOOK AT ENGLISH DEPARTMENT UNIVERSITY MUHAMMADIYAH OF PURWOKERTO.**

Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan orang lain atau jiplakan atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar kesarjanaan yang sudah saya peroleh.

Purwokerto, 9 Agustus 2016

Yang menyatakan



CINDYRA GALUH W

1201050012

## ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillahirobbil'alamin, praise be merely to the Almighty Allah SWT for His gracious mercy, and tremendous blessing that enable me to accomplish this bachelor thesis entitled: "Students' Perception as Readers of Groundlund's Measurement and Evaluation In Teaching 6<sup>th</sup> Edition Textbook at English Department University Muhammadiyah of Purwokerto.". This thesis is presented to fullfil one of the requirements in accomplissing S-1 Degree in English Education Study Program, Teacher Training and Education Faculty, University of Muhammadiyah Purwokerto. The writer would like to express her great special appreciation to:

1. Drs. H. Syamsuhadi Irsyad, S. H, M. H, the Rector of University of Muhammadiyah Purwokerto
2. Drs. Pudiyono, M.Hum, the Dean of Teacher Training and Education Faculty who has given the permission to write this thesis.
3. Rina Agustina, S. S., MApplLing TESOL., the Head of English Department who has given opportunity and agreement to conduct this study.
4. Dr. Furqanul Aziez, M. Pd. for the valuable assistance and inspiration to the completion of this bachelor thesis.
5. All of my lecturers in English Department for inspiring me with their guidance and patience during my study in this university.
6. All of the sixth semester students of English Education Department in UMP academic year 2015/2016 for the participation.

Finally, the writer believes that this thesis still has weaknesses. Therefore, the writer would welcome any criticism and suggestions from the readers. Hopefully this thesis will be useful for English education especially for lectures and English Learners.

Purwokerto, August 2016

Cindyra Galuh Wardani

## DEDICATIONS

I would like to dedicate my countless thanks to the Most Gracious and Most Merciful, Allah SWT who always gives me all the best of this life and there is no doubt about it. This bachelor thesis is presented to fulfill one of the requirements in accomplishing the S-1 Degree at English Department of Teachers Training and Education Faculty in the University of Muhammadiyah Purwokerto.

The writer would like to take my opportunity to express my deep and sincere gratitude to following:

1. My father Hudoyo Supangat and My mother Ery Sutriyatmi, for your countless prayers, love, your endless forgiveness and always support in every single day.
2. My dearest lovely brothers Citra Pradipta, who always make my days colorful with your jokes, and thanks for your support and advice.
3. Dr. Furqanul Aziez, M. Pd. as my advisor who has guided me patiently in composing this thesis.
4. My best friends Unggul Budi Suryanto, who always stay with me, support me, and correct my mistakes, and give me million experiences with you. Thank you so much for your sincere, and accompanying me to finish my thesis well. Thank you for being my partner.
5. Silvana Lucia Febriani, my unbiological twin. Thank you for your help, support me, and always help me when I need you. Thank you for being my best friend that I ever had.

6. My big family class A PBI 2012. (alm) Yayah, Anggi, Silvana, Ghani, Chikal, Tika, Ummi, Febri, Desi, Tauhidin, Sekar, Ita, Harry, Adi, and the others. Miss you all guys. Thanks for the best time we spent together. I have so much wonderful experience with you guys.
7. For everyone who gave every single small help and support during my study and my thesis working, including officer staffs, copy centers, food counters, and etc.

Purwokerto, August 2016

Writer

## MOTTO

“Stay Hungry, Stay Foolish”

“Barangsiapa yang mengerjakan kebaikan seberat dzarrah (biji atom), niscaya dia akan menerima (balasan)nya. Dan barangsiapa yang mengerjakan kejahatan seberat dzarrah (biji atom) pun, niscaya dia akan menerima (balasan)nya.”

(QS. Al-Zalzalah [99]:7-8)

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>DEDICATION</b> .....	v
<b>MOTTO</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF APPENDICES</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>CHAPTER 1 INTRODUCTION</b> .....	1
A. Background of the Research .....	1
B. Reasons for Choosing the Topic .....	3
C. Problems of the Research.....	3
D. Objectives of the Research.....	4
E. Clarification of Term .....	4
F. Contribution of Research .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	6
A. Perception.....	6
1. Definition of Perception .....	6
2. Factor Affecting Perception .....	7
3. Part of Perception .....	7
4. Basic Principles of Perception.....	8
5. Students' Perception.....	10
B. Textbook.....	10
1. Definition of Textbook.....	10
2. Evaluation.....	11
3. The Function of Perception .....	12
4. Textbook Criteria .....	14
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	15

A. Method of Research .....	15
B. The Subject of Research .....	15
C. The Time and Place of Research .....	17
D. Techniques of Collecting Data.....	17
E. The Technique of Analyzing Data.....	19
<b>CHAPTER IV RESULT AND DISCUSSION .....</b>	<b>23</b>
A. Results.....	23
B. Discussion.....	39
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>49</b>
A. Conclusion .....	49
B. Suggestion.....	50
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF APPENDICES

- APPENDIX A** Instrument
- APPENDIX B** The Calculation Tables of Mean Scores each Indicator
- APPENDIX C** Calculation of Standard Deviation of each Items
- APPENDIX D** The Percentage of each Indicators



**STUDENTS' PERCEPTION AS READERS OF GRONLUND'S  
MEASUREMENT AND EVALUATION IN TEACHING 6<sup>th</sup> EDITION  
TEXTBOOK AT ENGLISH DEPARTMENT UNIVERSITY  
MUHAMMADIYAH OF PURWOKERTO.**

CINDYRA GALUH WARDANI

1201050012

**ABSTRACT**

The aimed of this research were to find out the students' perception of Gronlund's textbook, entitled measurement and evaluation in teaching 6<sup>th</sup> edition at English department University Muhammadiyah of Purwokerto.

This research used descriptive method. It was conducted at English Department University Muhammdiyah of Purwokerto on June 21<sup>st</sup> – 25<sup>th</sup>, 2016. The subject of this research was the sixth semester students at English Department University Muhammdiyah of Purwokerto, consisting of 115 students. To determine the sample, the writer used random sampling technique. The total number of sample was 35 respondents (30% of 115 students). The writers used close questionnaire as instrument of this research.

After data had been analyzed, it was found that most of students were in good category (54.28% or 19 students and had scale 2.97). It could be seen from mean scale of each indicators; 3.19 (material of textbook), 3.00 (grafika of textbook), and 2.94 (Readability of Textbook)

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

## CHAPTER I

### INTRODUCTION

In this chapter, there are some descriptions about the background of the research, the reason of choosing the topic, the problem of the research, the aims of the research, the clarification of term, and the contribution of the research.

#### A. The Background of Research

People can get some information from electronic media such as television and radio, and print media like a books, article, newspaper, and internet. To getting information especially from print media, people should have reading skill. From reading, people can get more information easily that they needed in daily life. Reading is an important thing, which is to get some information from books. Books are a source of knowledge, and books often called the window of the world. Learners get more information about their lesson through reading some textbooks.

It is commonly known that textbook is a manual instruction or standard book in any branch of study. Textbooks produced according to the need of educational institution and they are media that have a relation with learning activity that done by students. Textbook understood as a means of teaching aid that most commonly used in teaching and learning process. Textbook provide precept in field of study. The aim of using textbook is for supporting the students in gaining the information while the learning process done. Buckingham (in

Tarigan, 1986) explained that textbook is learning tool that can be used in schools and colleges to support a program of teaching and understanding of modern and commonly understood. It can be said that through textbook, learners can develop their knowledge and insight that will be equipped to get a job, means the book is a tool that has important thing in supporting the learning process of students.

Students commonly use textbooks as an aid to study in the learning process, however some of them do not read their textbooks whereas they should. The lack of reading becomes clear concern, and teacher must overcome it in order for students to read the textbook well. Understanding students' perceptions of their textbooks is first step to know the problem.

There is a research about students' perception as reader to supporting this research. Filiatrault (2008) held the research about students' perception of themselves as readers. This research examined how big the impacts of students' perceptions, toward students' motivation to read. The results found that most students have a positive perception as reader while they are reading in school or at home. They feel enjoy reading in school, because they have many access to read various text genres.

Based on this condition, the writer was interested to investigate the students' perception as readers of Gronlund and Linn textbook entitled *Measurement and Evaluation in Teaching* 6<sup>th</sup> Edition particularly students in English Department at Muhammadiyah University of Purwokerto who has joined the Language Testing 1 (LT 1) courses. Their perception reflected whether their

textbook in LT 1 (*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*) is appropriate or not for them. Therefore, a research entitled “Students’ Perceptions as Reader of Gronlund and Linn textbook entitled “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” at English Department, Muhammadiyah University of Purwokerto” is conducted for observing the students’ perception of the textbook that they used in Language Testing 1 courses.

#### **B. The Reasons of Choosing the Topic**

This research is conducted by holding on two reasons:

1. Textbooks is the pedagogical aids that can help the students in learning the materials, especially in LT 1 courses. Textbook should readable for students, because if the textbook is difficult to read, students do not understand well about the materials which is in textbook. Therefore, it is needed a research to know how is the students’ perception as readers of “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook.
2. Based on perception we can know the students’ interest in learning their textbooks, especially in LT 1. The students who have good perception about that textbook, they will be interested in reading and learning the textbook.

### C. The Problems of The Research

To make an analysis of the problems, the statement of the problem of the research is stated as follows:

How is the students perception on “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook?

### D. The Aims of Research

Based on the problem of the research, the aim of this research is to find out the perception of the sixth semester students on “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook at English Department Muhammadiyah University of Purwokerto.

### E. Clarification of Terms

To help the readers, there were the clarification of term used in this study as follows:

#### 1. Students' Perception

Perception as the act, process, or product of perceiving, the ability or capacity to perceive, or a particular way of perceiving to become aware or gain knowledge of something through the sense, or to comprehend or grasp a stimulus. (Sabina, 2008)

#### 2. Textbooks

Textbooks are one of the most important educational inputs: texts reflect basic ideas about a national culture, and, as noted, textbooks are often a flash point of cultural struggle and controversy. (Pingel, 2010)

## F. Contribution of Research

I hope that, this research gives important contribution in learning process.

The following are some contributions:

1. For the students

The students will be motivated and interested in learning “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook, so they can have more knowledge.

2. For the lecturer

The lecture can know how the students’ perception about “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook in order to know the students’ point of view about this book.

3. For other the writers

This research can be the reference to make further research.

## CHAPTER II

### LITERATURE REVIEW

This chapter present the theoretical framework of this research. The writer write the definition of perception and textbook.

#### **A. Perception**

##### **1. Definition of Perception**

Perception is the process of selecting, organizing, and interpreting information. (Schmitz, 2009). Perception is the process that used by people to manage and interpret impression of their sense to give meaning to their environment. People that have perception on an object can be positive or negative ways.

Rakhmat (2001) said that perception is an experience about object phenomenon, or connections in ways to conclude information and to interpret message. The process of human to know something based on their sense. It can be said that during the process, a person continually interact with his/her environment. In the interaction, five senses are used. Those are vision, hearing, taste, smell, and touch. Those thing, may give stimulation. The process of perception is cannot be separated from the sensation' process. Sensation is a part of perception.

From the definition above, it can be concluded that perception happened when someone receives a direct stimulus from object which will

give an image in their vision to form a response in their brain to give a perception in someone's mind.

## **2. Factors Affecting Perception**

Waligito (2004) divide the factors that affect one's perception into two.

Those are as follows:

### **a. Internal Factors**

Internal factors are factor which comes from individual. This factor depend on personal psychological factors such as: feelings, willingness, needs, sex, motivations, and attentions. Every human being has different characteristics and temperament which are also shaped by individual's family and individual's environment

### **b. External Factors**

This factors, which comes from outside of individual such as stimulus, environment culture, believe. Our life relates with environment, both physical and social environment.

## **3. Part of Perception**

Schmitz (2009) explained that there are three parts of Perceptions. Those are as follows:

### **a. Selecting**

Selecting is the first part of the perception process, in which we focus our attention on certain incoming sensory information.

b. Organizing

Organizing is the second part of the perception process, in which we sort and categorize information that we perceive based in innate and learned cognitive patters.

c. Interpretation

Interpretation is the third part of the perception process, interpretation is the cognitive aspect of perception that give a meaning to stimulus which accepted. Interpretation process depend on how deepening, motivation, and personality.

#### **4. Basic Principles of Perception**

Knowing and implementing basic principles that related with perception is very important for the teachers, in order to know their student well. Students' perception is known to optimize the teacher when they are teach. Understanding the students' character will facilitate the teacher when they teaching, so teacher can know what they should do in class based on the student's want. Through students' perception, the teacher will know the character of the students. There are many basic principles about perception that should be known for teacher in order to know the students' characteristic (Slameto, 2010) those are:

a. Perception is relative not absolute

It means that perception of someone or group is different from other. The perception sometime can be different even they talk about the same things.

The teacher can predict student's perception for next lesson because the teacher has been know this from previous lesson that being taught.

b. Perception is selective

Human just pay attention with some stimulation from many stimulation in his environment. It means that perception which accepted will be depend on what is they have been learned.

Based on that principle, the teacher must should choose the part that need to be pressure to get more attention from the students.

c. Perception is arrangement

People receive the stimulus not with randomly. They will receive it in the form of relations or group. If the stimulation coming is uncompleted, they will complete it until the relations or groups can be clear.

For the teacher, this principle show that the lesson should be deliver in good order. If the subject matter is not composed well, students will composed it by themselves in a relationship of a group that can be understood by the students and it can be different from the teacher. The result is a misinterpretation or misunderstanding.

d. Perception is influence by expectation and readiness

In the lesson, the teacher can prepare students for the next lesson by showing the sequence of event in the first lesson. The differences of this perception can be traced to their individual differences, personality differences, attitudes differences, or differences of motivation. For the teacher its means, to be obtained the perception of other classes that have been give a similar subject matter, teacher must use a different method.

- e. Perception of someone or groups can be different with other perception although in the same situation

For the teacher, this principle means that the perception can be more or less the same with the perception shared by other classes with the same subject matter that have been taught.

## **5. Students' Perception**

Students are the most important of teaching and learning process. Students' perception is the preferential process of students toward information they get from an object, in this research is students' perception of Gronlund's Measurement and Evaluation in Teaching 6th edition textbook. It is important to understand student's perception as a readers of the textbook that they used in Language Teaching 1 course.

### **B. Textbook**

#### **1. The Definition of Textbook**

Book is a window of the world. Through the books, people can observe and explore the world easily. Textbooks are made in order to be understood as learning media that which used among the other learning media. Textbook give teachings in a field of study.

Textbooks are one of the most important components of the learning system to help students achieve the standards of competence that have been determined. Basically, textbook contains about knowledge, values, attitudes,

action, skill, information, illustration in the form of fact, concepts, principles, and processes that related to a particular subject to achieve a goal of learning. Some argue state that textbooks are a magical tool, they give learners a sense of system, cohesion, and progress, and they help to achieve consistency and continuation. (O'Neil, 1982; Littlejohn, 1998; Kayapinar, 2009)

Based on definition above, we can conclude that the meaning of textbook is an essay in form of standard book that used for teacher and students in teaching and learning process for instructional purposes. Using textbook, teaching and learning process in school or at the university can be more smoothly and effective. Textbook also can improve basic skill and knowledge that students have gained before enter the class. So, textbook can be used, for stabilization of memory, understanding concept, make students think critical, and develop their knowledge.

## **2. Evaluation**

Evaluation is process to give or decide the value based on the criterion (Dimiyati & Mudjiono, 2006). Without evaluation, we cannot know how the condition of the object which is evaluated, whether it is good or bad. To make sure the implementation of the program or project can achieve the targets especially the learning objectives, so evaluation is needed to increase the program performance. The main function of evaluation in this case is to

provide the information that is useful for the decision maker to determine the policies to be taken, based on the evaluation that has been done.

Textbook evaluation is needed to know whether the textbook is good or bad for students. With evaluation, textbook can be measured well. Analyze the textbook is one of the way to know the quality of the textbook that used in learning activity. Textbook have important role for teacher, and especially students as a media to help them.

Based on the definition above, can be concluded that evaluation is the systematic application of scientific procedures to assess the design, then present the information of decision on the implementation and effectiveness of a program. Evaluation includes of measuring and assessing that used in the decision making process. The relation between measuring and assessing is related each other.

### **3. The Function of Textbook**

Textbook provide facilities for student to independent learning activity. Using textbook is one sign of a developed society. As a learning process, the textbook has an important role. If the purpose of learning is to make the students have some competence, so make the textbook must have principles to achieve these goal.

Greene and Petty in Tarigan (1986) formulate some roles and uses of textbook as follows:

- a. Reflects a point of view point, should be sophisticated and modern about teaching and demonstrating the application in teaching materials presented.
- b. Provide a source of subject matter should be easy to read for students, and varied, also accordance with the interest and needs of the students, as the basic of activities programs suggested where expressional skill obtain in conditions that resemble real life.
- c. Provide a source which is well organize and the staged of expressional skill.
- d. Present methods and means of teaching to motivate students.
- e. Presents the initial fixation as well as support for exercise and practical tasks.
- f. Presenting the materials or the means of evaluation and remedial, should be harmonious and appropriate.

Textbook should have clear point of view, especially about principles, methods, approach, and teaching technique that used (Tarigan, 1993). Textbook as teaching materials should present the good source, well-organize, systematic, varied, and a lot of information. In addition, textbook must have strong attractiveness for students because it would affect them to interest the textbook. Therefore, textbook should be challenging, stimulating the students, and support the activity and creativity.

The status of textbook in teaching learning process is the one of learning source that provide the material which are needed for students to achieve the learning purpose. The other function of textbook to support teacher in teaching learning process, textbook also the source of knowledge for the students. Especially if we remember that the learning activity is cannot be separated from reading and writing activity.

#### **4. Textbook Criteria**

In principle, each book certainly has different advantages and disadvantages. However, the presentation of textbook are expected can fill many aspect of the teaching and learning process, and can be done independently by students as a learners.

Quality of textbooks are influence by several factors such as, point of view, clarity of concept, relevance of curriculum, attract students, motivate, stimulate the activity of students to learn, illustration, the language is appropriate with students' ability, effective sentence, the interesting language, polite and modest, support the other subject, respect for individual opinion, not contain the disturbances element that related to ethnicity, race, and religion.

Based on Badan Standar Nasional Pendidikan (BSNP), there are four aspects for textbook, to determine the textbook whether appropriate for students or not, those are; appropriateness of content, language, presentation, graphic of the textbook.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology of the present research. It deals with the method of research, the place and the time of research, the object of research, the technique of collecting data and the technique of analyzing data.

#### **A. Research Method**

Basically, research is activity or systematic process to solve the problem which doing with scientific method (Emzir, 2007). This research considers as descriptive research, because the writer does not do anything with object which is researched (Arikunto, 2010). Descriptive research is a study which is aimed to investigate a condition or situation, of the results are presented in form of a research report.

This research will be done to find out and describe the students' perception as readers of Gronlund's Measurement and Evaluation in Teaching 6<sup>th</sup> edition textbook at English Department in University Muhammadiyah of Purwokerto.

#### **B. The Subject of Research**

##### **1. Population**

Data population is the collection of data, which found by the writer at the time of collecting the data source. Population is the totality or research object,

which can be human, animals, plants, and object that have the same characteristic.

The population of this research is the students of sixth semester students of English Department at University Muhammadiyah of Purwokerto in academic year 2013/2013. The total number of population is 115 students.

## 2. Sample

Sample is a part of population that represent the characteristic of the population. Sample has a smaller scope than the population. Based on Suharsimi Arikunto, if the total number of population less than 100, the writer should take all the population as sample, but if the total number of population more than 100, the writer can take 10 – 15 % or 20 – 25 % even more than 25 % from the population depends on the situation.

This research takes 30 % as sample because the number of population of this research is more than 100. The number of sixth semester in academic 2013/2014 is 115 students. Therefore, the number of students that taken as the sample of this research is 34.5 rounded to 35 students.

## 3. Sampling Technique

Sampling technique is the technique to take a sample. The sample must be able to represent the population. In this research, the technique to take the sample called simple random sampling technique. The writer takes samples

by mixing the subject in population, so all subjects have the same opportunity to be selected.

There are four classes of sixth semester students of English Department of Muhammadiyah University of Purwokerto, class a, b, c, and d. Each class of representatives chosen random, or by lottery method. Based on lottery, 35 students of sixth semester are chosen as representative of the population.

### C. The Time and Place of Research

This research took place at Muhammadiyah University of Purwokerto, which began in January 2016.

Table 3.1  
Time of research

No	Activities	February	March	April	May	June	July
1	Making Proposal	✓	✓	✓			
2	Making Instrument				✓		
3	Collecting Data					✓	
4	Analyzing Data					✓	
5	Making Report						✓

### D. The Technique of Collecting Data

In descriptive research, there are some ways to collect the data, such as; questionnaire, interviews, observations, test, and documents. This research use questionnaire.

This research chose questionnaire as the instrument to get the students' perception responses. The instrument consisted of close questionnaire. In a research, collecting the data should be done carefully, systematic, and accurate. So that, the data which collected relevant with the problem of the research. Therefore, the data collection methods used in this research are as follows:

#### 1. Literature Review

This technique used to collect the data that related with the theme of research. Literature review is done with studying reference books, reports, magazines, journals, and other media, which related with the this research.

#### 2. Questionnaire

A questionnaire is a number or written question, which used to gain information from the respondents about themselves, their knowledge or whatever they know.

There are two types of questionnaires (Hadi: 2002), those are follows:

- a) Essay questionnaire, this type have two forms, they are open form questionnaire and close form questionnaire. This research used closed questionnaire.
- b) Choice questionnaire, this type also has two form. They are questionnaire and multiple choice.

The instrument on the students' perceptions was made by referring to the indicators of perception as readers of Grondlund's textbook. The indicators are list below:

Table 3.2  
The Indicators of the Questionnaire

NO	INDICATOR	ASPECT	ITEM NUMBER
1.	Material	a. Useful	1
		b. Exercise	2
		a. Present the material from easy to difficult.	3
		b. Mention the learning objectives.	4
2.	Graph of textbook	a. Variation words	5
		b. The placement element of layout	6
		c. Separation between paragraph	7
		d. Font	8, and 9
		a. Pictures b. Examples	10, and 11 12, 13, and 14
3.	Readability	a. Space	15
		b. Vocabulary	16
		c. Sentence	17, and 18
		d. Hyphenation	19
		e. Interest	20

The indicators of the questionnaire is based on Badan Standar Nasional Pendidikan (BSNP) about appropriateness of textbook for readers.

Table 3.3  
Questionnaire Scoring System

Positive Statement	Score	Negative Statement	Score
Strongly Agree	4	Strongly Disagree	1
Agree	3	Disagree	2
Disagree	2	Agree	3
Strongly Disagree	1	Strongly Agree	4

The Likert scale

### E. The Technique of Analyzing Data

After collecting the data, the next step is analyzing the data based on the students' answer on questionnaire and test. The purpose of this research is to describe students' perception as readers of Grounlund' Textbook that used at Language Testing 1 Class, at sixth semester of English department in Muhammadiyah University of Purwokerto.

The data of the students' perception obtains from the questionnaire. This research uses descriptive statistics.

After the data collected, the writer analyze by the following steps:

1. Determining the score of the respondent from questionnaire.
2. Determining the scale of students' perception by using the formula:

$$S = \frac{F}{N}$$

Where:

S = the scale

F = the obtained score

N = the number of item

3. Determining the coefficient perception (mean) by using the formula:

$$M = \frac{\sum S}{N}$$

Where,

M = Mean

$\sum S$  = the total of the scale

N = the number of sample

After knowing the scale of students' perception and the mean score of the total scale of students' perception, the the writer will carry on to the next step, there is categorizing the result data into categories as shown in the next table in order to determine whether the students' perception is belongs to very good, good, fair or bad

Table 3.4  
Categories of Students' Scale

Category	Scale
Very good	3.001 - 4
Good	2.001 - 3
Fair	1.001 - 2
Bad	0.001 - 1

(Arikunto, 2010)

4. Finding the percentage of each aspect and indicator by using the formula:

$$P = \frac{S}{\sum S} \times 100\%$$

Where,

P = Percentage of the aspect

$\sum S$  = the total of the scale

S = the scale

5. The discussion and interpretation of the research finding.

This step the writer discusses about the result of the research finding from the questionnaire result. The procedure as follows:

- a. Explaining each indicators. Those aspect are the material in textbook, the graphic, and the readability of textbook. It is based on questionnaire result that have been conducted.
- b. Explaining each number. Number 1 – 20

6. Conclusion

After analyzing all the data, the writer will do the conclusion. The conclusion of this research will answer the research's question about students' perception as a readers of Gronlund's textbook.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter discusses the data analysis and findings from 20 questionnaires that completed by students who are being correspondent.

#### A. Results

The research was conducted on students of sixth semester in English Department, University Muhammdiyah of Purwokerto on June 2016. To get the data, the writer used questionnaire for students. After that the data analyzed by using descriptive statics. The result of the research are bellows.

#### 1. Students' Perception on "*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*" textbook.

After obtained the data from respondent, then make analysis of student's perception. It was used individual perception in computing the data.

For example of student no 1.

$$M = \frac{63}{20} = 3.15$$

Thus, the student number 1 was belonged to very good category.

After finishing the computation on students' perception scale, the summary of the computation could be seen clearly in table was as follows:

Table. 4.1  
The students' scale of perception

Category	Number of Student	Scale
Very Good	16	3.001 - 4
Good	19	2.001 – 3
Fair	0	1.001 – 2
Bad	0	0.001 – 1

The student's perception can be positive or negative. It can be positive perception if the respondents support a question, and it can be negative perception if the respondent do not support a question.

We can see in table 4.1 that there were 45.71% or 16 students who had coefficient perception 3.001 - 4, and that belongs to category very good. Thus, as mush 19 students or 54.28% from total number had good perception, which is the coefficient perception is 2.001 – 3. None of students had coefficient perception 1.001 – 2, 0,001 – 1. Thus, no one of them belongs to fair and bad perception.

The next step of this result is determining the coefficient perception on “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook. Based on the calculation, the coefficient perception of students' perception on the textbook was 2.97. It belongs to category good. Therefore, students' perception about textbook was categorize good.

## 2. Students' Perception on Materials

Based on formula in Chapter III, the result showed that the coefficient of student's perception on material or content in "*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*" textbook was 3.19. It means that students' perception on material in textbook include to category very good.

The indicator of material has four aspects, those are the useful, exercise, present the material from easy to difficult, and mention the learning objectives of textbook. Items number 1, 2, 3, and 4 were used to know the response of students to each item of the questionnaire.

### 2.1) Item number 1

Table 4.2 Students' response number 1

<i>ST : Menurut saya buku ini ilmunya sangat bermanfaat untuk seorang siswa, terutama calon guru.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	10	28.6
Agree	3	25	71.4
Disagree	2	0	0
Strongly Disagree	1	0	0
TOTAL		35	100

The result from the table above, showed that 10 students (28.6%) chose option "strongly agree", and 25 students (71.4%) chose option "agree". In this item, no one students who chose "disagree" and "strongly disagree".

## 2.2) Item Number 2

Table 4.3 Students' response number 2

<i>ST : Menurut saya buku ini menyediakan latihan soal pada setiap bab</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	7	20
Agree	3	26	74.3
Disagree	2	2	5.71
Strongly Disagree	1	0	0
<b>TOTAL</b>		<b>35</b>	<b>100</b>

The table above showed that 7 students (20%) chose option “strongly agree”, 26 students (74.3%) chose option “agree”, 2 students (5.7%) chose option “disagree”, and no one student who chose option “strongly disagree”.

## 2.3) Item Number 3

Table 4.4 Students' response number 3

<i>ST : Menurut saya buku ini menyajikan materi dari yang mudah hingga sukar</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	9	25.7
Agree	3	22	62.9
Disagree	2	4	11.4
Strongly Disagree	1	0	0
<b>TOTAL</b>		<b>35</b>	<b>100</b>

From the table above, we can see that 9 students (25.7%) chose “strongly agree”, 22 students (62.7%) chose “agree”, 4 students (11.4%) chose “disagree”, and in this item, there was no students who chose “strongly disagree”.

#### 2.4) Item Number 4

Table 4.5 Students’ response number 4

<i>ST : menyebutkan tujuan pembelajaran materi yang akan dipelajari pada awal bab</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	10	28.6
Agree	3	22	62.9
Disagree	2	3	8.57
Strongly Disagree	1	0	0
TOTAL		35	100

The result of the table above showed that 10 students (28.6%) chose “strongly agree”, 22 students (62.9%) chose “agree”, 3 students (8.57%) chose “disagree”, and no one student chose “strongly disagree”.

### 3. Students' Perception on Graphic of textbook

The result of the computation showed that coefficient perception of students' perception on graphic of "*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*" textbook was 3.00. It mean that students' perception on presentation of textbook which mentioned before, belongs to category very good.

The aspect presentation of textbook has four indicators, those are vocabulary, sentence, and font. Items number 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14 were used to know the response of students to each item of the questionnaire.

#### 3.1) Item Number 5

Table 4.6 Students' response number 5

<i>ST : menggunakan variasi huruf (tebal, miring, dan kapital) yang dapat membantu saya mempermudah menemukan kata yang penting</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	7	20
Agree	3	14	40
Disagree	2	13	37.1
Strongly Disagree	1	1	2.86
TOTAL		35	100

The result of the table above showed that 7 students (20%) chose "strongly agree", 14 students (40%) chose "agree", 13 students (37.1%) chose "disagree", and 1 student (2.86%) chose "strongly disagree".

## 3.2) Item Number 6

Table 4.7 Students' response number 6

<i>ST: menggunakan penempatan unsur tata letak (judul, sub judul, teks, keterangan gambar, nomor halaman) yang mudah di baca dan di temukan.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	9	25.7
Agree	3	16	45.7
Disagree	2	10	28.6
Strongly Disagree	1	0	0
<b>TOTAL</b>		<b>35</b>	<b>100</b>

The result of the table above showed that 9 students (25.7%) chose "strongly agree", 16 students (45.7%) chose "agree", 10 students (28.6%) chose "disagree", and no one student chose "strongly disagree".

## 3.3) Item Number 7

Table 4.8 Students' response number 7

<i>ST: memisahkan antara paragraph satu dengan yang lain jelas.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	3	8.57
Agree	3	16	45.7
Disagree	2	14	40
Strongly Disagree	1	2	5.71
<b>TOTAL</b>		<b>35</b>	<b>100</b>

The result of the table above showed that 3 students (8.57%) chose “strongly agree”, 16 students (45.7%) chose “agree”, 14 students (40%) chose “disagree”, and 2 students (5.71%) student chose “strongly disagree”.

### 3.4) Item Number 8

Table 4.9 Students’ response number 8

<i>ST: Ukuran huruf yang digunakan pada buku ini dapat dibaca dengan baik</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	2	5.71
Agree	3	27	77.1
Disagree	2	6	17.1
Strongly Disagree	1	0	0
TOTAL		35	100

The result of the table above showed that 2 students (5.71%) chose “strongly agree”, 27 students (77.1%) chose “agree”, 6 students (17.1%) chose “disagree”, and no one students chose “strongly disagree”.

## 3.5) Item Number 9

Table 4.10 Students' response number 9

<i>ST: Jenis huruf pada media ini terbaca dengan baik.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	9	25.7
Agree	3	25	71.4
Disagree	2	1	2.86
Strongly Disagree	1	0	0
TOTAL		35	100

The result of the table above, we can see that 9 students (25.7%) chose “strongly agree”, 25 students (71.4%) chose “agree”, 1 student (2.86%) chose “disagree”, and no one students chose “strongly disagree”.

## 3.6) Item Number 10

Table 4.11 Students' response number 10

<i>ST : Menyajikan gambar untuk mempermudah materi yang dijelaskan pada buku</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	7	20
Agree	3	17	48.6
Disagree	2	11	31.4
Strongly Disagree	1	0	0
TOTAL		35	100

From the table above, it was seen that 7 students (20%) chose option “strongly agree”, 17 students (48.6%) chose option “agree”, 11 students (31.4%) chose option “disagree” and there no student chose option “strongly disagree”.

### 3.7) Item Number 11

Table 4.12 Students’ response number 11

<i>ST: Gambar yang disajikan sesuai dengan materi yang disajikan.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	10	28.6
Agree	3	22	62.9
Disagree	2	3	8.57
Strongly Disagree	1	0	0
TOTAL		35	100

From the table above, it seen that 10 students (28.6%) chose option “strongly agree”, 22 students (62.9%) chose option “agree”, 3 students (8.57%) chose option “disagree”, and there was no students who chose “strongly disagree”.

## 3.8) Item Number 12

Table 4.13 Students' response number 12

<i>ST: Memberikan contoh ilustrasi pada penjelasan materi.</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	8	22.9
Agree	3	27	77.1
Disagree	2	0	0
Strongly Disagree	1	0	0
TOTAL		35	100

From the table above, it was known that 8 students (22.9%) chose option “strongly agree”, 27 students (77.1) chose option “agree”, for option “disagree” and “strongly disagree” there was no students who chose this options.

## 3.9) Item Number 13

Table 4.14 Students' response number 13

<i>ST: menempatkan ilustrasi yang tidak mengganggu judul, teks, dan angka halaman</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	7	20
Agree	3	27	77.1
Disagree	2	1	2.86
Strongly Disagree	1	0	0
TOTAL		35	100

From the table above, it was seen that 7 students (20%) chose option “strongly agree”, 27 students (77.1%) chose option “agree”, 1 students (2.86%) chose option “disagree”, and there was no students who chose option “strongly disagree”.

### 3.10) Item Number 14

Table 4.15 Students’ response number 14

<i>ST: Contoh ilustrasi pada buku ini mampu memperjelas materi</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	10	28.5
Agree	3	19	54.3
Disagree	2	6	17.1
Strongly Disagree	1	0	0
TOTAL		35	100

From the result above, we can see that 10 students (28.5%) chose option “strongly agree”, 19 students (54.3%) chose option “agree”, 6 students (17.1%) chose option “disagree”, and for option “strongly disagree” there was no students who chose this option.

#### 4. Students' Perception on Readability of Textbook

The result of the computation showed that coefficient perception of students' perception on readability of "*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*" textbook was 2.94. It mean that students' perception on presentation of textbook which mentioned before, belongs to category good.

The aspect on readability of textbook has six indicators, which are numbers 15, 16, 17, 18, 19 and 20 were used to know the response of students.

##### 4.1) Item Number 15

Table 4.16 Students' response number 15

ST: <i>menggunakan jarak spasi antar kata satu dengan yang lain nya normal</i>			
Choices	Scale	Frequency	%
Strongly Agree	4	18	51.4
Agree	3	17	48.6
Disagree	2	0	0
Strongly Disagree	1	0	0
TOTAL		35	100

From the result table above, it clearly seen that 18 students (51.4%) chose option "strongly agree", 17 students (48.6%) chose option "agree" and for option "disagree", and "strongly disagree" there was no students chose this options.

## 4.2) Item Number 16

Table 4.17 Students' response number 16

<i>ST: banyak menggunakan kosa kata yang banyak saya ketahui</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	0	0
Agree	3	9	25.7
Disagree	2	10	28.6
Strongly Disagree	1	16	45.7
TOTAL		35	100

From the result above, we can see that 9 students (25.7%) chose option "agree", 10 students (28.6%) chose option "disagree", 16 students (45.7%) chose option "strongly disagree", and for option "strongly agree" there was no students who chose this option.

## 4.3) Item Number 17

Table 4.18 Students' response number 17

<i>ST: menggunakan kalimat yang sederhana dan mudah dimengerti</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	0	0
Agree	3	15	42.9
Disagree	2	18	51.4
Strongly Disagree	1	2	5.71
TOTAL		35	100

From the result above, we can see that no one students chose option “strongly agree”, 15 students (42.9%) chose option “agree”, 18 students (51.4%) chose option “disagree”, and for option “strongly disagree” there was 2 students (5.71%) who chose this option.

#### 4.4) Item Number 18

Table 4.19 Students’ response number 18

<i>ST: menggunakan susunan kalimat yang tidak terlalu rapat atau renggang</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	7	20
Agree	3	28	80
Disagree	2	0	0
Strongly Disagree	1	0	0
TOTAL		35	100

From the result above, we can see that 7 students (20%) chose option “strongly agree”, 28 students (80%) chose option “agree”, and for option “disagree”, and “strongly disagree” there was no students who chose this option.

## 4.5) Item Number 19

Table 4.20 Students' response number 19

<i>ST: menggunakan tanda pemotongan kata (hyphenation) untuk memperjelas kata yang terpotong</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	2	5.71
Agree	3	27	77.1
Disagree	2	6	17.1
Strongly Disagree	1	0	0
TOTAL		35	100

From the result above, we can see that 2 students (5.71%) chose option “strongly agree”, 27 students (77.1%) chose option “agree”, 6 students (17.1%) chose option “disagree”, and for option “strongly disagree” there was no students who chose this option.

## 4.6) Item Number 20

Table 4.21 Students' response number 20

<i>ST: menggunakan huruf yang menarik untuk dibaca</i>			
<b>Choices</b>	<b>Scale</b>	<b>Frequency</b>	<b>%</b>
Strongly Agree	4	6	17.1
Agree	3	21	60
Disagree	2	8	22.9
Strongly Disagree	1	0	0
TOTAL		35	100

From the result above, we can see that 6 students (17.1%) chose option “strongly agree”, 21 students (60%) chose option “agree”, 8 students (22.9%) chose option “disagree”, and for option “strongly disagree” there was no students who chose this option.

## B. Discussion

There are four points that will be discussed here. The first is the students’ perception in general, the second is students’ perception on material of textbook, the third is graphic of textbook, and the fourth readability of textbook.

### 1. Students’ perception in General

Based on research question was “*how is the students’ perception as readers of Gronlund’s textbook?*” it was known from the result that the coefficient perception of students’ perception show that the students perceived a good perception (scale 2.97) as readers of “*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*” textbook is in a good category.

### 2. Students’ Perception on Material of Textbook

The coefficient perception of students’ perception on material and content of textbook was category very good. (Webster in Zami: 2013) state that material means information such as facts and figures, to be used in a book, composition, report, etc. Mudzakir (2010) explained that the presentation of material are important aspects that

must be considered in textbook, including the learning objectives, exercise, and enrichment materials.

The discussion of aspects in material; those are useful, exercise, present the material from easy to difficult, and learning objectives.

a) Useful

Students' perception of useful of the textbook belongs to category very good. When the respondents were given a statement number 1 "*menurut saya buku ini ilmunya sangat bermanfaat untuk seorang siswa, terutama calon guru*". It showed that the coefficient perception number 1 is 3.29, that belongs to category very good. Most of students answered agree (25 students) and strongly agree (10 students). It means that Gronlund's textbook is useful for students at English Department.

b) Exercise

Students' perception of exercise of the textbook belongs to category very good. When the respondent were given a statement number 2 "*menyediakan latihan soal pada setiap bab*". It showed the coefficient result number 2 is 3.14. It belongs to category very good. Most of students answered agree (26 students), and strongly agree (7 students), but there are 2 students answered disagree. It could be concluded that, Gronlund's textbook are provides the

exercise for readers. Exercise can help them to understand well about the material which in the textbook.

c) Present the material from easy to difficult.

Students' perception of this indicator belongs to category very good. When the respondents were given the statement number 3 "*menyajikan materi dari yang mudah hingga sukar*". It showed that the coefficient perception number 3 is 3.14. Most of students answered agree (22 students), and strongly agree (9 students). It belongs to category very good. It mean that most of students agree with the statement, that the textbook are provides the material from easy to difficult.

d) Mention the learning objective

Student's perception of learning objectives belongs to category very good. It was taken from the respondents' answer when they were given a statement in number 4 "*menyebutkan tujuan pembelajaran materi yang akan di pelajari setiap bab*". It showed that the coefficient perception number 4 is 3.2. Most of students answered agree (22 students), and strongly agree (10 students). That belongs to category very good. It means that the textbook is mention the learning objective each chapter. Provide the learning objectives for students in textbook, can help them to guide their learning effort, choosing appropriate materials, reading

selectively, etc. learning objectives can also be used for self-evaluation, which may direct the student's effort (Sessions:2013)

### 3. Students' Perception on Graphic of Textbook

Students' perception on graph of textbook belongs to category very good. The coefficient perception of students' perception on graph of textbook was category very good. Textbook graph is a parts of textbook that related with physical books, including a book size, paper type, font size, color, and illustration, which makes the students feel enjoy to read a textbook (BSNP, 2016)

The discussion of aspects in material; those are variation words, the placement element of layout, separation between paragraph, font, pictures, and illustration examples.

#### a) Variation words

Student's perception of variation words belongs to category good. It was taken from the respondents' answer when they were given a statement in number 5 "*menggunakan variasi huruf (tebal, miring, dan kapital) yang dapat membantu saya mempermudah menemukan kata yang penting*". It showed that the coefficient perception number 5 is 2.77. Most of students answered agree (14 students), and strongly agree (7 students). That belongs to category good. In conclusion that, some students as readers of this textbook feel helped with the variation of word, they can find the strange or important word with bold, or italic words.

b) The placement element of layout

Students' perception on the placement element of layout belongs to category good. It was known from the respondents' answer when they were given a statement in number 6 "*menggunakan penempatan unsur tata letak (judul, subjudul, teks, keterangan gambar, nomor halaman) yang mudah di baca dan di temukan*". It showed that the coefficient perception number 6 is 2.97. So it belongs to category good. Most of students answered agree (16 students) and strongly agree (9 students) for this options. In conclusion that, the some students as readers of this textbook feel this book is provide the element of layout, that helped them to search the page number, or read the title of content clearly.

c) Separation between paragraph

Students' perception on the separation between each paragraph belongs to category good. It was known from the respondents' answer when they were given a statement in number 7 "*memisahkan antara paragraph satu dengan yang lain jelas.*" It showed that the coefficient perception number 7 is 2.57. So it belongs to category good. Most of student answered agree (16 students), strongly agree (3 students), disagree (14 students), and strongly disagree (2 students) for this options.

It can be concluded that, the composition of the text at the end of paragraph, is separated clearly. It can be a distance (in composition text left/right block or the composition of alenia).

d) Font

Students' perception on font of textbook belongs to category very good. It was known from the respondents' answer when they were given statement in number 8 "*ukuran huruf yang digunakan pada buku ini sudah baik*" and number 9 "*jenis huruf pada media ini terbaca dengan baik*". The coefficient perception number 8 is 2.89 and number 9 is 3.23, the mean coefficient perception both of them is 3.06. So it belongs to category very good. Most of students answered agree and strongly agree. It means that the font in the textbook is readability for students. Based on guiding principles for quality textbook (Education Bureu: 2016) to avoid confusion, the font type and font size are should consistent throughout the textbook, that the minimum font size is 12 in "Microsoft word" for readability.

e) Pictures

Students' perception on pictures of textbook belongs to category good. It was known from the respondents' answer when they were given statement in number 10 "*menyajikan gambar untuk mempermudah contoh yang dijelaskan pada buku*" and

number 11 “*gambar yang disajikan sesuai dengan materi yang disajikan*”. The coefficient perception number 10 is 2.89 and number 11 is 3.23. The mean coefficient perception both of them is 3.04. So it belongs to category very good. Most of students answered agree, and strongly agree. It could be concluded that, “measurement and evaluation in teaching 6<sup>th</sup> edition” textbook, are provide the pictures which appropriate to explain the materials easily.

f) Illustration Examples

Students’ perception on example of textbook belongs to category very good. It was known from the respondents’ answer when they were given statement in number 12 “*memberikan contoh ilustrasi pada penjelasan materi*”, number 13 “*menempatkan ilustrasi yang tidak mengganggu judul teks, dan angka halaman*” and number 14 “*memberikan contoh ilustrasi yang mampu memperjelas materi*”. The coefficient perception number 12 is 3.23, number 13 is 3.17, and number 14 is 3.11. The mean coefficient perception both of them is 3.17. So it belongs to category very good. Most of students answered agree, and strongly agree. According to Bodmer (in Fang: 1996) illustration serve to “expand, explain, interpret, or decorate a written text”. It could be concluded that, the illustration example in “measurement

and evaluation in teaching 6<sup>th</sup> edition” textbook, are helpful for student to understand the material.

#### 4. Students’ Perception on Readability of Textbook

Students’ perception on readability of textbook belongs to category good. The research result showed that the students gave agree responses for this indicator, so that the textbook is good in readability. Klare (in Dubay, 2014) state that readability as “the ease of understanding or comprehension due to the style of writing”. So the other hand, readability is what makes some text easier to read than others. It could be concluded that, the readability of “measurement and evaluation in teaching 6<sup>th</sup> edition” textbook is readable for students.

The discussion of aspects in readability of textbook; those are space, vocabulary, sentence, arrangement paragraph, and hyphenation.

##### a) Space

Students’ perception on space of the each words in that textbook belongs to category very good. It was known from the respondents’ answer when they were given a statement in number 15 “*menggunakan jarak spasi antar kata satu dengan yang lainnya normal*”. The coefficient perception number 15 is 3.51. So it belongs to category very good. It could be concluded that the

space between each word with the others is normal, so students can identify each word.

b) Vocabulary

Students' perception of vocabulary belongs to category good. It was known from the respondents' answer when they were given a statement in number 16 "*menggunakan kosakata yang banyak saya ketahui*". It showed that the coefficient perception number 16 is 1.8. So it belongs to category bad. It could be concluded that, some students have known the vocabulary of the textbook, and partly of them does not know the unfamiliar vocabulary. Vocabulary is central in English, because without vocabulary, students cannot understand or express their own ideas (Elyas and Alfaki: 2014)

c) Sentence

Students' perception on sentence belongs to category good. It was known from the respondents' answer when they were given a statement in number 17 "*menggunakan kalimat yang sederhana dan mudah dimengerti*" and number 18 "*menggunakan susunan kalimat yang tidak terlalu rapat atau renggang*". It showed that the coefficient perception number 17 is 2.37, and number 18 is 3.2. The mean coefficient both of them is 2.79. So it could be concluded that, some students as readers felt difficult to

understand the sentences in textbook. Because based on their response, the textbook use the complex sentence.

d) Hyphenation

Students' perception on arrangement paragraph of textbook belongs to category good. It was known from the respondents' answer when they were given a statement in number 19 "*menggunakan tanda pemotongan kata (hyphenation) untuk memperjelas kata yang terpotong*". It showed that the coefficient perception number 19 is 2.89. So it belongs to category good. It means that students felt helped with the hyphenation to clarify the word which truncated in the sentences.

e) Interest

Students' perception on interest of textbook belongs to category good. It was known from the respondents' answer when they were given a statement in number 20 "*menggunakan huruf yang menarik untuk dibaca*". It showed that the coefficient perception number 20 is 2.94. So it belongs to category good. It means that students as readers felt interested to read the textbook.

## CHAPTER V

### CONCLUSION AND SUGGESTION

The last chapter, discusses the two main points. First, the conclusions of the research conducted based on the research question in the first chapter. Second, it reveals some suggestions. Hopefully this conclusion and suggestion can give a contribution in education.

#### **A. Conclusion**

Based on research question, *how is the students perception on "Measurement and Evaluation in Teaching 6<sup>th</sup> Edition" textbook.* This study found out that students of sixth semester at English Department, Muhammadiyah University of Purwokerto, had good and positive response about the textbook. It was shown by percentage (54.28%) and scale (2.97). In this research, 30% students as respondents. Therefore, the number of students is 35 students. There were 16 students in good category and 19 students (45.71%) in very good category.

The result shows that this textbook is useful for students who studying in English Department, the evidence we can see from statement number 1 that there were 25 students (71.4%) agree with the statement. There are pictures in textbook which understandable for students, so students not feel confuse to understand the material which is presented in textbook. The readability of the textbook also can be accepted for students, the textbook has good response about readability. So,

students can read this textbook without any distraction, from the font, size, sentence, and vocabulary they can understand well.

### **B. Suggestion**

The results study indicate positive result. However, there are some suggestion regarding students' responses for the statement #16, and #17. In response to the analysis result, for especially the mentioned statements, the lecture can used the new edition of "*Measurement and Evaluation in Teaching 6<sup>th</sup> Edition*" textbook, that not used the old English which make confuse the students to understand. So, students will more understand about the meaning of the words in that textbook.

For students, they can used this book not only in course, but also when they become a teacher. This book provide the materials for students as reader about the suggestion and how to make objective and essay test. So, this textbook can help the students, or teacher to make a test correctly.

## REFERENCES

- Arikunto, Suharsimi. (1993). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta
- \_\_\_\_\_. (2010). *Prosedur Penelitian*. Jakarta: Rineka Cipta
- \_\_\_\_\_. (2013). *Manajemen Penelitian*. Jakarta: Rineka Cipta
- Emzir. (2007). *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Jakarta: PT Raja Grafindo Persada.
- Clark,Christina;Osborne,Sarah;Akerman,Rodie. (2008) *Young People's Self-Perception as Readers*. Thesis. National Literacy Trust
- Education Bereau. (2016, August 2). *Guiding Principles for Quality textbook*. (website:[www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html](http://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/GuidingPrinciples/index.html))
- Elisa, Irukawa.(2016). *6 Aspek Buku Ajar*. (Online) (<http://penerbitdeepublish.com/6-aspek-buku-ajar/> accessed on August 2, 2016)
- Elyas, Tariq & Alfaki, Ibrahim. (2014). *Teaching Vocabulary: The Relationship between Technique of Teaching and Strategies of Learning New Vocabulary Items*. English Language Teaching: Canadian Center of Science and Education. (website: [dx.doi.org/10.5539/elt.v7n10p40](http://dx.doi.org/10.5539/elt.v7n10p40))
- Filiatrault, Amanda. (2008).*Students' Perception of Themselves as Readers*. Journal of Education. New York: St John Fisher College : Literacy Department
- Hadi,S. (2002). *Metodologi Research jilid I*. Yogyakarta: Andi Offset.
- BSNP. (Online) (<http://litbang.kemdikbud.go.id/index.php/bsnp> accessed on: August 2, 2016)
- Kayapinar, Ulas.(2009) *Coursebook Evaluation by English Teachers*". Journal of Education. Mersin University. Faculty of Education
- Madiri, Sabina. (August 2008). *A Study on The Perception and Attitudes of Teacher and Pupils to Thinking Maps*. University of Bedfordshire Faculty of Education.
- Mudzakir, AS. (2010). *Penulisan Buku Teks yang Berkualitas*.Pustaka : Bandung

Nurdiansyah, Beniardi. (February 2016). *Mari Menulis Buku Ajar*. (Online) (<http://www.duniadosen.com/mari-menulis-buku-ajar/> accessed on: August 2 2016)

Pingel, Falk (2009). *UNESCO Guidebook on Textbook Research and Textbook Revision* Paris: United Nation Educational, Scientific and Cultural Organization.

Schmitz, Andy. *A Primer on Communication Studies*. 2012.( Lardbucket.org accessed on 26 March 2016)

Session, Derek. (2013). *Advantages of Using Learning Objectives*. Courses: University of California (Online). ([cole2.uconline.edu/courses/46295/pages/advantages-of-using-learning-objectives /](http://cole2.uconline.edu/courses/46295/pages/advantages-of-using-learning-objectives/) accessed on 2 August 2016)

Slameto. (2010). *Belajar dan Faktor yang mempengaruhi*. Jakarta: Rineka Cipta

Tarigan, Henry Guntur. (1986) *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa

Tarigan, D. (1993). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa

Tarigan, D & Tarigan H, G. (2009). *Telaah Buku Teks Bahasa Indonesia edisi revisi*. Depdikbud UT : Jakarta

Walgito, Bimo. (2004). *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset

Zam Zami, Annis. (2013). *Students' Perception of Reading Materials Used in English Department of Muhammadiyah University of Purwokerto*. Purwokerto : UMP

The logo of Universitas Muhammadiyah Purwokerto is a large, light-colored watermark in the background. It features a central emblem with a sunburst, a book, and a crescent moon, surrounded by a laurel wreath and floral motifs. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "PURWOKERTO" is arched across the bottom. Two small asterisks are positioned on the left and right sides of the emblem.

# APPENDICES

The logo of Universitas Muhammadiyah Purwokerto is a large, light-colored watermark in the background. It features a central sunburst with Arabic calligraphy, surrounded by a wreath of rice and cotton. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "PURWOKERTO" is arched across the bottom. Two small asterisks are positioned on the left and right sides of the wreath.

# APPENDIX A

Instrument

**ANGKET MENGENAI PERSEPSI MAHASISWA SEBAGAI PEMBACA BUKU  
“MEASUREMENT AND EVALUATION IN TEACHING 6<sup>TH</sup> EDITION”**

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**UNIVERSITAS MUHAMADIYAH PURWOKERTO**

**TAHUN AJARAN 2013/2014**

**I. IDENTITAS MAHASISWA**

NIM : \_\_\_\_\_

**II. PETUNJUK PENGISIAN ANGKET**

1. Sebelum mengisi angket ini, bacalah setiap butir pernyataan dengan seksama
2. Jawablah setiap butir pernyataan dengan sejujurnya sesuai dengan saudara alami dan amati.
3. Untuk item No. 1 – 20 berilah tanda (×) pada kolom yang sesuai dengan pendapat saudara berkaitan dengan buku ajar yang berjudul “Measurement and Teaching Evaluation sixth edition”
4. Hasil angket ini sama sekali tidak berhubungan / terpengaruh dengan mata pelajaran apapun.
5. Selamat mengerjakan, terimakasih atas kesediaan saudara menjadi responden dalam penelitian ini.

NO	BUTIR PERNYATAAN	PERSEPSI			
ST : Tidak Setuju S : Setuju		TS : Tidak Setuju STS: Sangat Tidak Setuju			
Menurut saya buku ini :					
1.	ilmunya sangat bermanfaat untuk seorang guru	SS	S	TS	STS
2.	menyediakan latihan soal pada setiap bab.	SS	S	TS	STS
3.	menyajikan materi dari yang mudah hingga sukar	SS	S	TS	STS
4.	menyebutkan tujuan pembelajaran materi yang akan dipelajari pada awal bab.	SS	S	TS	STS
5.	menggunakan variasi huruf (tebal, miring, dan kapital) yang dapat membantu saya mempermudah menemukan kata yang penting	SS	S	TS	STS
6.	menggunakan penempatan unsur tata letak (judul, subjudul, teks, keterangan gambar, nomor halaman) yang mudah di baca dan di temukan.	SS	S	TS	STS
7.	memisahkan antara paragraf satu dengan yang lain jelas	SS	S	TS	STS
8.	menggunakan ukuran huruf dapat dibaca dengan baik.	SS	S	TS	STS
9.	menggunakan jenis huruf yang dapat terbaca dengan baik	SS	S	TS	STS
10.	menyajikan gambar untuk mempermudah materi di jelaskan pada buku.	SS	S	TS	STS
11.	menyajikan gambar yang sesuai dengan materi	SS	S	TS	STS
12.	memberikan contoh ilustrasi pada penjelasan materi	SS	S	TS	STS
13.	menempatkan ilustrasi yang tidak mengganggu judul, teks, dan angka halaman	SS	S	TS	STS
14.	memberikan contoh ilustrasi yang mampu memperjelas materi	SS	S	TS	STS
15.	menggunakan jarak spasi antar kata satu dengan yang lain nya normal	SS	S	TS	STS
16.	banyak menggunakan kosakatan yang belum saya ketahui	SS	S	TS	STS
17.	menggunakan kalimat yang sederhana dan mudah dimengerti	SS	S	TS	STS
18.	menggunakan susunan kalimat yang tidak terlalu rapat atau renggang	SS	S	TS	STS
19.	menggunakan tanda pemotongan kata (hyphenation) untuk memperjelas kata yang terpotong	SS	S	TS	STS
20.	menggunakan huruf yang menarik untuk dibaca	SS	S	TS	STS



# APPENDIX B

The Calculation Tables of Mean  
Scores each Indicator

**Appendix**  
**QUESTIONNAIRE RESPONSES TABULATION**

No	Respondens	Item Numbers																				score	Total Item	Scale	Category	Percentage	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					Very Good	Good
1	Student 1	3	4	3	3	2	2	2	3	4	4	4	4	4	3	3	2	3	3	3	63	20	3.15	Very Good	45.714286	54.285714	
2	Student 2	4	3	4	4	4	3	3	3	3	3	3	4	3	4	2	2	3	3	3	64	20	3.2	Very Good			
3	Student 3	3	4	4	4	4	2	3	4	4	2	3	3	3	3	3	3	3	4	4	66	20	3.3	Very Good			
4	Student 4	3	3	3	3	4	2	3	3	4	2	2	4	3	4	3	1	3	4	3	60	20	3	Very Good			
5	Student 5	4	3	3	3	3	4	2	3	3	4	3	3	3	3	3	1	2	3	3	59	20	2.95	Good			
6	Student 6	4	4	4	4	3	3	2	2	3	3	4	4	4	3	4	1	2	4	2	62	20	3.1	Very Good			
7	Student 7	3	3	4	3	4	3	3	3	3	2	3	4	3	3	3	1	3	4	3	61	20	3.05	Very Good			
8	Student 8	3	3	2	2	3	4	3	2	3	2	3	4	3	4	4	1	3	4	2	57	20	2.85	Good			
9	Student 9	3	2	3	3	2	4	1	2	2	2	2	3	2	3	4	1	1	3	2	47	20	2.35	Good			
10	Student 10	3	3	4	4	3	2	4	3	3	4	4	4	4	3	4	1	2	4	3	65	20	3.25	Very Good			
11	Student 11	3	2	3	3	1	4	2	3	3	4	4	3	3	3	4	1	2	3	3	56	20	2.8	Good			
12	Student 12	4	4	3	4	4	2	3	3	3	3	3	3	4	3	4	2	3	3	3	64	20	3.2	Very Good			
13	Student 13	3	3	2	3	2	4	1	3	3	3	4	3	3	4	4	2	1	3	3	57	20	2.85	Good			
14	Student 14	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	2	3	3	58	20	2.9	Good			
15	Student 15	3	3	3	3	3	3	2	3	3	2	3	3	3	4	4	1	2	3	3	57	20	2.85	Good			
16	Student 16	4	4	4	3	4	2	3	3	4	3	4	3	3	4	4	2	3	3	3	66	20	3.3	Very Good			
17	Student 17	3	3	2	3	2	3	2	3	3	4	4	3	3	4	4	1	2	3	3	58	20	2.9	Good			
18	Student 18	3	3	3	2	3	2	3	3	3	2	3	3	3	3	3	1	3	3	3	56	20	2.8	Good			
19	Student 19	4	3	4	3	4	2	4	2	3	2	3	3	3	3	3	3	2	3	2	59	20	2.95	Good			
20	Student 20	3	3	3	2	2	3	2	2	3	3	3	3	3	2	3	1	2	3	2	51	20	2.55	Good			
21	Student 21	3	3	3	4	2	3	2	3	3	2	3	3	3	2	3	1	2	3	3	54	20	2.7	Good			
22	Student 22	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	58	20	2.9	Good			
23	Student 23	3	3	3	3	2	3	2	3	3	3	3	3	3	2	3	3	2	3	3	57	20	2.85	Good			
24	Student 24	3	3	3	4	3	2	4	3	4	3	4	3	3	3	3	1	2	3	3	60	20	3	Very Good			
25	Student 25	3	3	3	3	2	3	2	3	3	3	3	3	3	2	3	2	2	3	3	55	20	2.75	Good			
26	Student 26	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	2	3	3	3	59	20	2.95	Good			
27	Student 27	3	3	3	4	2	3	3	3	4	3	3	3	4	2	3	2	3	3	3	61	20	3.05	Very Good			
28	Student 28	4	3	2	3	2	4	2	3	3	2	2	3	3	3	3	3	2	3	3	55	20	2.75	Good			
29	Student 29	3	4	3	3	2	3	3	4	4	4	4	3	3	2	4	1	3	3	4	63	20	3.15	Very Good			
30	Student 30	3	4	3	3	3	4	3	3	4	2	3	3	3	4	4	1	3	3	3	63	20	3.15	Very Good			
31	Student 31	3	3	3	3	3	3	2	2	3	3	3	3	3	4	4	3	2	3	2	58	20	2.9	Good			
32	Student 32	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	58	20	2.9	Good			
33	Student 33	3	3	4	4	2	4	2	3	4	4	4	4	3	3	4	3	2	4	3	65	20	3.25	Very Good			
34	Student 34	4	3	3	3	3	4	3	3	3	3	3	3	3	3	4	2	3	3	3	63	20	3.15	Very Good			
35	Student 35	4	3	4	4	3	3	3	3	3	3	3	3	4	4	4	4	3	3	4	68	20	3.4	Very Good			
Total Score		115	110	110	112	97	104	90	101	113	101	112	113	111	109	123	63	83	112	101	103	2083			100		
																							Mean Scale	2.976			

FREKUENSI																				
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Σ Strongly Agree	10	7	9	10	7	9	3	2	9	7	10	8	7	10	18	0	0	7	2	6
Σ Agree	25	26	22	22	14	16	16	27	25	17	22	27	27	19	17	9	15	28	27	21
Σ Disagree	0	2	4	3	13	10	14	6	1	11	3	0	1	6	0	10	18	0	6	8
Σ Strongly Disagree	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	16	2	0	0	0
Σ N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

PERCENTAGE																				
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Σ Strongly Agree	28.57	20	25.71	28.57	20	25.71	8.571	5.714	25.71	20	28.57	22.86	20	28.57	51.43	0	0	20	5.714	17.14
Σ Agree	71.43	74.29	62.86	62.86	40	45.71	45.71	77.14	71.43	48.57	62.86	77.14	77.14	54.29	48.57	25.71	42.86	80	77.14	60
Σ Disagree	0	5.714	11.43	8.571	37.14	28.57	40	17.14	2.857	31.43	8.571	0	2.857	17.14	0	28.57	51.43	0	17.14	22.86
Σ Strongly Disagree	0	0	0	0	2.857	0	5.714	0	0	0	0	0	0	0	0	45.71	5.714	0	0	0
	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

SCORE																				
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Σ Strongly Agree	40	28	36	40	28	36	12	8	36	28	40	32	28	40	72	0	0	28	8	24
Σ Agree	75	78	66	66	42	48	48	81	75	51	66	81	81	57	51	27	45	84	81	63
Σ Disagree	0	4	8	6	26	20	28	12	2	22	6	0	2	12	0	20	36	0	12	16
Σ Strongly Disagree	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	16	2	0	0	0
Total	115	110	110	112	97	104	90	101	113	101	112	113	111	109	123	63	83	112	101	103

Mean score per item																				
Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mean	3.286	3.143	3.143	3.2	2.771	2.971	2.571	2.886	3.229	2.886	3.2	3.229	3.171	3.114	3.514	1.8	2.371	3.2	2.886	2.943



# APPENDIX C

Calculation of Standard Deviation of  
each Item

**TABLE OF THE CALCULATION OF STANDARD DEVIATION OF EACH ITEM**

ITEM 1								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	115	385	35	0.4518
2	4	0	0	0				
3	9	25	75	225				
4	16	10	40	160				

ITEM 2								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	110	354	35	0.4866
2	4	2	4	8				
3	9	26	78	234				
4	16	7	28	112				

ITEM 3								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	112	370	35	0.5757
2	4	3	6	12				
3	9	22	66	198				
4	16	10	40	160				

ITEM 4								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	112	370	35	0.5757
2	4	3	6	12				
3	9	22	66	198				
4	16	10	40	160				

ITEM 5								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	1	1	1	97	291	35	0.7959
2	4	13	26	52				
3	9	14	42	126				
4	16	7	28	112				

ITEM 6								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	104	328	35	0.7362
2	4	10	20	40				
3	9	16	48	144				
4	16	9	36	144				

ITEM 7								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	2	2	2	90	250	35	0.7284
2	4	14	28	56				
3	9	16	48	144				
4	16	3	12	48				

ITEM 8								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	101	299	35	0.4642
2	4	6	12	24				
3	9	27	81	243				
4	16	2	8	32				

ITEM 9								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	113	373	35	0.4832
2	4	1	2	4				
3	9	25	75	225				
4	16	9	36	144				

ITEM 10								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	101	309	35	0.7080
2	4	11	22	44				
3	9	17	51	153				
4	16	7	28	112				

ITEM 11								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	112	370	35	0.5757
2	4	3	6	12				
3	9	22	66	198				
4	16	10	40	160				

ITEM 12								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	113	371	35	0.4199
2	4	0	0	0				
3	9	27	81	243				
4	16	8	32	128				

ITEM 13								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	111	359	35	0.4463
2	4	1	2	4				
3	9	27	81	243				
4	16	7	28	112				

ITEM 14								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	109	355	35	0.6664
2	4	6	12	24				
3	9	19	57	171				
4	16	10	40	160				

ITEM 15								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	123	441	35	0.4998
2	4	0	0	0				
3	9	17	51	153				
4	16	18	72	288				

ITEM 16								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	104	328	35	0.7362
2	4	10	20	40				
3	9	16	48	144				
4	16	9	36	144				

ITEM 17								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	2	2	2	81	205	34	0.5948
2	4	17	34	68				
3	9	15	45	135				
4	16	0	0	0				

ITEM 18								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	112	364	35	0.4000
2	4	0	0	0				
3	9	28	84	252				
4	16	7	28	112				

ITEM 19								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	101	299	35	0.4642
2	4	6	12	24				
3	9	27	81	243				
4	16	2	8	32				

ITEM 20								
X	X <sup>2</sup>	f	fX	fX <sup>2</sup>	ΣfX	ΣfX <sup>2</sup>	N	SD
1	1	0	0	0	103	317	35	0.6299
2	4	8	16	32				
3	9	21	63	189				
4	16	6	24	96				

The logo of Universitas Muhammadiyah Purwokerto is a large, light-colored watermark in the background. It features a central sunburst with rays, surrounded by a wreath of leaves and flowers. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "PURWOKERTO" is arched across the bottom. Two small asterisks are positioned on the left and right sides of the central emblem.

# APPENDIX D

The Percentage of each Indicators

Appendix of calculation Indicator 1

No	Respondent	Material of Textbook				N	Total	Scale
		Number						
		1	2	3	4			
1	Student 1	3	4	3	3	4	13	3.25
2	Student 2	4	3	4	4	4	15	3.75
3	Student 3	3	4	4	4	4	15	3.75
4	Student 4	3	3	3	3	4	12	3
5	Student 5	4	3	3	3	4	13	3.25
6	Student 6	4	4	4	4	4	16	4
7	Student 7	3	3	4	3	4	13	3.25
8	Student 8	3	3	2	2	4	10	2.5
9	Student 9	3	2	3	3	4	11	2.75
10	Student 10	3	3	4	4	4	14	3.5
11	Student 11	3	2	3	3	4	11	2.75
12	Student 12	4	4	3	4	4	15	3.75
13	Student 13	3	3	2	3	4	11	2.75
14	Student 14	4	3	3	3	4	13	3.25
15	Student 15	3	3	3	3	4	12	3
16	Student 16	4	4	4	3	4	15	3.75
17	Student 17	3	3	2	3	4	11	2.75
18	Student 18	3	3	3	2	4	11	2.75
19	Student 19	4	3	4	3	4	14	3.5
20	Student 20	3	3	3	2	4	11	2.75
21	Student 21	3	3	3	4	4	13	3.25
22	Student 22	3	3	3	3	4	12	3
23	Student 23	3	3	3	3	4	12	3
24	Student 24	3	3	3	4	4	13	3.25
25	Student 25	3	3	3	3	4	12	3
26	Student 26	3	3	3	3	4	12	3
27	Student 27	3	3	3	4	4	13	3.25
28	Student 28	4	3	2	3	4	12	3
29	Student 29	3	4	3	3	4	13	3.25
30	Student 30	3	4	3	3	4	13	3.25
31	Student 31	3	3	3	3	4	12	3
32	Student 32	3	3	3	3	4	12	3
33	Student 33	3	3	4	4	4	14	3.5
34	Student 34	4	3	3	3	4	13	3.25
35	Student 35	4	3	4	4	4	15	3.75
Total Scale								111.75
Mean Scale								3.19286

Appendix of calculation Indicator 2

No	Respondent	Graphic of Textbook										N	Total	Scale
		Number												
		5	6	7	8	9	10	11	12	13	14			
1	Student 1	2	2	2	3	4	4	4	4	4	4	10	33	3.3
2	Student 2	4	3	3	3	3	3	3	3	4	3	10	32	3.2
3	Student 3	4	2	3	4	4	2	3	3	3	3	10	31	3.1
4	Student 4	4	2	3	3	4	2	2	4	3	4	10	31	3.1
5	Student 5	3	4	2	3	3	4	3	3	3	3	10	31	3.1
6	Student 6	3	3	2	2	3	3	4	4	4	3	10	31	3.1
7	Student 7	4	3	3	3	3	2	3	4	3	3	10	31	3.1
8	Student 8	3	4	3	2	3	2	3	4	3	4	10	31	3.1
9	Student 9	2	4	1	2	2	2	2	3	2	3	10	23	2.3
10	Student 10	3	2	4	3	3	4	4	4	4	3	10	34	3.4
11	Student 11	1	4	2	3	3	4	4	3	3	3	10	30	3
12	Student 12	4	2	3	3	3	3	3	3	4	3	10	31	3.1
13	Student 13	2	4	1	3	3	3	4	3	3	4	10	30	3
14	Student 14	3	3	2	3	3	3	3	3	3	3	10	29	2.9
15	Student 15	3	3	2	3	3	2	3	3	3	4	10	29	2.9
16	Student 16	4	2	3	3	4	3	4	3	3	4	10	33	3.3
17	Student 17	2	3	2	3	3	4	4	3	3	4	10	31	3.1
18	Student 18	3	2	3	3	3	2	3	3	3	3	10	28	2.8
19	Student 19	4	2	4	2	3	2	3	3	3	3	10	29	2.9
20	Student 20	2	3	2	2	3	3	3	3	3	2	10	26	2.6
21	Student 21	2	3	2	3	3	2	3	3	3	2	10	26	2.6
22	Student 22	3	2	3	3	3	3	3	3	3	3	10	29	2.9
23	Student 23	2	3	2	3	3	3	3	3	3	2	10	27	2.7
24	Student 24	3	2	4	3	4	3	4	3	3	3	10	32	3.2
25	Student 25	2	3	2	3	3	3	3	3	3	2	10	27	2.7
26	Student 26	2	3	3	3	3	3	3	3	3	3	10	29	2.9
27	Student 27	2	3	3	3	4	3	3	3	4	2	10	30	3
28	Student 28	2	4	2	3	3	2	2	3	3	3	10	27	2.7
29	Student 29	2	3	3	4	4	4	4	3	3	2	10	32	3.2
30	Student 30	3	4	3	3	4	2	3	3	3	4	10	32	3.2
31	Student 31	3	3	2	2	3	3	3	3	3	4	10	29	2.9
32	Student 32	3	3	3	3	3	3	3	3	3	3	10	30	3
33	Student 33	2	4	2	3	4	4	4	4	3	3	10	33	3.3
34	Student 34	3	4	3	3	3	3	3	3	3	3	10	31	3.1
35	Student 35	3	3	3	3	3	3	3	4	4	4	10	33	3.3
Total Scale													105.1	
Mean Scale													3.00286	

Appendix of calculation Indicator 3

No	Respondent	Readability of Textbook						N	Total	Scale
		Number								
		1 5	1 6	1 7	1 8	19	20			
1	Student 1	3	3	2	3	3	3	1	3	3
2	Student 2	4	2	2	3	3	3	1	3	3
3	Student 3	3	3	3	3	4	4	1	4	4
4	Student 4	3	1	3	4	3	3	1	3	3
5	Student 5	3	1	2	3	3	3	1	3	3
6	Student 6	4	1	2	4	2	2	1	2	2
7	Student 7	3	1	3	4	3	3	1	3	3
8	Student 8	4	1	3	4	2	2	1	2	2
9	Student 9	4	1	1	3	2	2	1	2	2
10	Student 10	4	1	2	4	3	3	1	3	3
11	Student 11	4	1	2	3	3	2	1	2	2
12	Student 12	4	2	3	3	3	3	1	3	3
13	Student 13	4	2	1	3	3	3	1	3	3
14	Student 14	3	2	2	3	3	3	1	3	3
15	Student 15	4	1	2	3	3	3	1	3	3
16	Student 16	4	2	3	3	3	3	1	3	3
17	Student 17	4	1	2	3	3	3	1	3	3
18	Student 18	3	1	3	3	3	4	1	4	4
19	Student 19	3	3	2	3	2	3	1	3	3
20	Student 20	3	1	2	3	2	3	1	3	3
21	Student 21	3	1	2	3	3	3	1	3	3
22	Student 22	3	3	3	3	3	2	1	2	2
23	Student 23	3	3	2	3	3	4	1	4	4
24	Student 24	3	1	2	3	3	3	1	3	3
25	Student 25	3	2	2	3	3	3	1	3	3
26	Student 26	4	2	3	3	3	3	1	3	3
27	Student 27	3	2	3	3	3	4	1	4	4
28	Student 28	3	3	2	3	3	2	1	2	2
29	Student 29	4	1	3	3	4	3	1	3	3
30	Student 30	4	1	3	3	3	4	1	4	4
31	Student 31	4	3	2	3	2	3	1	3	3
32	Student 32	3	2	3	3	3	2	1	2	2
33	Student 33	4	3	2	4	3	2	1	2	2
34	Student 34	4	2	3	3	3	4	1	4	4
35	Student 35	4	3	3	4	3	3	1	3	3
Total Scale										103
Mean Scale										2.94286

Percentage of each Indicators			
No	Indicators	Scale	%
1	Material of Textbook	111.8	34.94842
2	Grafika of Textbook	105.1	32.85402
3	Readability of Textbook	103	32.19756
Total		319.9	100

