Testing the Effectiveness of “English Language” Course Book for Indonesian Senior High School Students

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ABSTRACT
English as an international language is one of the general subjects taught at school. Many school apply English as subject. From the explanation which has been explained above the researcher was research about course book. This study aims to know the effectiveness of the English course book by pre-experimental method with giving the students pre-test and post-test. The researcher conducted the first grade students in the senior high school in Maros specially at MA DDI Alliritengae Maros. The results show that learning outcomes after using the English Course Book titled “English Language”, it can be seen that the average value is 66.42 and the classical completeness is 15.79%. Where, the average learning outcomes are still less than 75 and the classical completeness is still less than 75%. So it can be said that the learning outcomes also do not meet the Minimum Completeness Criteria (KKM) specified. In conclusion, learning using the English Course Book titled “English Language” is not effective to be applied in class X.1 IPA MA. DDI Alliritengae Maros.

1. Introduction

English as an international language is one of the general subjects taught at school. Many school apply English as subject. English language become the foreign language to student to support and motivate the students in order to make them ready and confident in learning English at higher levels. This accordance with the function of English lesson by education department and Culture. The function of the English lesson is to introduce English as the first foreign language to students. Meanwhile, the objectives are to motivate and to support the students in order to make them ready and confident in learning English at higher levels, Education Department and Culture (1995:1). It means that the sooner someone learning English is better, but to motivate them to get ready is better at higher level.

English language is not easy. Many students get some problems to learn it so the teachers feel difficult to teach English too (Budiarti et al., 2019). The challenge is if students can’t make the right sounds because their pronunciation in foreign languages is influenced by their first language (Ariati, 2020). Especially, now the curriculum has change to a new curriculum, namely curriculum 2013. The Minister of Education and Culture of Indonesia, (in Nuh, 2013) said that the future of this nation depends on the new curriculum. According to his quotation, it is obvious that without changing the curriculum, there will be no progress. Because that issue, Indonesian government officials, especially those in educational sphere, sat together to elaborate the currently implemented curriculum. All corresponding teaching or learning materials, its corresponding programs, course books, without putting aside how that curriculum is going to be implemented.

The change of curriculum is one of the factors which make the students experience difficulties in the learning process. It is related to the condition of the students who face difficulties to understand the material of a course book, and the language level that used is high too. It can’t improve the students’ knowledge. For example, they tend to say “what is definition of this word, or this sentences?” as a evidence from no understanding of students. Using language in the course book should be easy to understand and to teach in learning process. Therefore, the senior high school English teacher have to be able to select method to obtain the success of the English teaching learning process to achieve learning objectives.

From the explanation which has been explained above the researcher was research about course book. The researcher was conduct a research in relation to know the effectiveness of the English course book by pre-experimental method with giving the students pre-test and post-test. Pre-test before using the course book and post-test after using the course book to measure of the effectiveness of course book. The researcher was be conducted the first grade students in the senior high school in Maros specially at MA DDI Alliritengae Maros.

2. Literature Review

2.1 Effectiveness
2.1.1 Definition of Effectiveness

Evaluating the effectiveness of a course book is not a simple task. A course book will be effective when it has achieved its intended objectives or goals. Regarding to the definition of effectiveness, Cambridge Advanced Learner’s Dictionary (2000) gives an understandable definition. It states that “something is effective when it is successful or achieving the results that you want”. Oxford Dictionary (in Irambona, 2015) embraces the same idea that “effectiveness is the degree to which something is successful in producing a desired result; success”. In the same way, it can be understood that effectiveness is the degree to which objectives are achieved learning objectives and the extent to which targeted problems are solved.

Objectives are needed to identify the expected outcomes, to suggest directions, and to determine the means of evaluation. If one tries to analyze the different definitions given, he or she can draw a conclusion that through objectives, the effectiveness of a course book can be deduced from there. In educational institutions, a course book will be claimed as being effective in case the stated objectives have met the needs of the students.

Effectiveness of a course book is based on students’ achievement. No one dare to say that a given course book is effective when students are failed or are just fairly passing with low marks. Thus, can we say that the effectiveness of a course book will just happen or bring itself? The answer to that question is NO.

When try to make a deep analysis of the meaning of effectiveness, it was discovered that it is a hard work resulting from the combination of many factors. In this study, the researchers did not forget the role of teachers who play a central and vital role in teaching activities as long as they are the ones who make the teaching activities happen, to mean that they are the ones to help the students achieve the stated goals. Moreover, some English exposure, the needs of the students, teaching methods, and learning materials or contents were interrelated in discussing about the course book effectiveness.

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. The definition of effectiveness (in Nia Septiani Edam, Sofia Pangemanan & Josef Kairupan, 2018) provides the definition of effectiveness that "Effectiveness is measurement in the sense of achievement predetermined goals previous. So, the definition of effectiveness in this research is how big an increase in students learning outcomes based on normalized gain.

2.1.2 Indicator Achievement of Effectiveness

David Krech, Richard S. Cruthfied and Egenton L. Ballachey in his individual book and Society, quoted by Sudarwan Danim in his book Motivation of Leadership and Group Effectiveness, as follows:

a) Number of results that can be issued, meaning that the results are in the form of quantity or the physical form of the organization, program or activity, the intended results can be seen from the ratio (ratio) between input and output (output).

b) The level of satisfaction obtained, meaning that the measure in effectiveness can be quantitative (based on the amount or number) and can be qualitative (based on quality).

c) Creative products, which means the creation of conditions conducive relationship with the world of work, which in turn can foster creativity and ability.

d) Intensity to be achieved, meaning to have high obedience in an intense level of something, where there is a sense of belonging with high levels. (in Danim, 2004: 119-120).

2.2 Course Book

2.2.1 Definition of Course Book

A course book or textbook, a book designed to accompany a specific academic course, or one specified by the writers of the course to be read by its students. A course book is a textbook that students and teachers use as the basis of a course. A course book is actually a book which contains material or content that will be used in the teaching learning process in classroom. According to BSNP (in Indrawati, 2012:19) “states that a course book is the written products that provide the knowledge of the author”. Course book are one of the most important learning tools and strategic to determine success in the learning process of students in school and at home. From textbooks that we can get various information and knowledge (Wardani, 2010). Therefore (BSNP, 2006: 147) states that the worthiness of a course book that can be used in the learning proses includes from content eligibility, language, presentation, graphic textbooks, which has been assessed by BSNP and determined by ministerial regulation.

Based on the above understanding the researcher conclude, the use of course book must be based on the curriculum to achieve the learning objectives that have been made previously. Which aims to make it easier for students to understand the material from the course book.

2.2.2 Characteristics of Good Course Book

Hutchinson and Waters (1987: 107-9) state that good materials should cover three criteria, they are as a follow:

a) Do not teaching: They encourage learners to learn, therefore, contain:
   1. Interesting texts;
   2. Enjoyable activities which engage the learners’ thinking capacities;
   3. Opportunities for learners to use their existing knowledge and skill;
4. Content which both learner and teacher can cope with.
b) Prepare a clear and coherent unit structure which will guide teacher and learner through various activities in such a way as to maximize the chances of learning.
c) Involve both opportunities for analysis and synthesis.

Besides three criteria above; the quality of a good book is also influenced by the physical appearance criteria. The criteria represent norms for course book evaluation specific to five areas of interest:
1. General information about the textbook and supporting materials
2. Content
3. Lesson Design and Instructional Strategies
4. Assessment
5. Universal Design

The kinds of the appearances of textbooks are also adhered by Alwasilah (1997: 36). They are presented below:
1. Is the book size (long multiply wide) and the thickness if it (page numbers) appropriate to students’ age?
2. Is the book binding strong enough and interesting to students?
3. Does the textbook have good paper?
4. Are the typography and page layout good, readable, and appropriate to students’ age?
5. Are the pictures and visual materials interesting enough to students, and helping the material presentation?

The characteristics of good textbook that researcher recommend looking for first are as follows:
a) Free space
Young students don’t read; they browse. That’s because they spend most of their time reading from screens, be it their TV, laptop, tablet or smartphone. So don’t expect them to focus on a text-rich page and read it from top to bottom. Because their eyes are going to wander. Empty spaces work like rest areas for the eyes. They help you focus on the good stuff.
b) Visuals
No matter what the age of the target audience is, a modern textbook must have visuals. Outstanding visuals. Consider also the increasing number of students with learning difficulties such as dyslexia. Images break up the text and make it more readable. Students with dyslexia, who may struggle with reading, they often excel in visual thinking.
c) Age-appropriate material
Take a look at the people in the photos in the book. Do they look like your students? Could they be in your class? What about the topics? Are the meanings easy to grasp? Would they make your students want to read on? And finally, the fonts. Are they the same size as your students’ handwriting? If the answer to all questions above is yes, then the textbook is just right for your students’ age.
d) Well-balanced textbook design

There is nothing more off-putting to students and teachers alike than a cluttered page. It shows that the author tried to cram everything into a tiny space because they had no clue what to prioritize. And this is a huge red flag. When in doubt, go for the simplest form. Look for books with a clear and consistent unit structure. Count the number of font types used in a single page: one or two is ideal, three or more and it gets tiring. The same goes for columns: a single text column is most pleasing to the eye, two or more should better be left to newspapers. Final point: activities that start in one page and run over to the next are completely out of the question.
e) Textbook storyline

Everybody loves a good story. But it needs to be well-written. In other words, it must have a setting, characters, a plot, a climax, and a resolution.

The three characteristics about the physical appearance of course book show the criteria of the course book especially for the first grade students of senior high school. The criteria can be put as a consideration for teacher to advise the course book used for their students.

2.2.3 Advantage and Disadvantage of Course Book

a) Advantage
Course books provide a time-efficient and cost-effective means of delivery for stakeholder and trainer alike. Few ESP trainers are granted adequate time for class preparation. This, coupled with the number of courses and the range of disciplines taught leaves little time for course design. Most commercially produced courses include audio-visual and digital components. The variety of medium helps to increase learner motivation. In addition, they expose learners to the visual (gesture, facial expression, proxemics) and auditory (ellipsis, redundancy, overlapping speech) features of the language as well as provide the necessary environmental and physical clues to help learners understand usage and register in a particular context, thus assisting their development of effective spoken communication.

b) Disadvantage
Of the major criticisms of published course books, the use of inauthentic language and the inability to respond adequately to the real needs of the learner are possibly the most pertinent, and are particularly relevant to ESP. The constraints of the commercial publisher will always be an issue and go some way towards explaining the reason behind much of the criticism directed specifically at ESP course books. Relatively speaking production costs for niche-market course books, coupled with poor adoption...
levels means that return on investment remains modest, with publishers preferring to invest in more profitable (secondary or general English) courses. The global nature of ESP course books should not be overlooked. With particular markets dominating areas such as medical English, publishers are required to adhere to cultural demands regardless of the requirements of the discipline. The result is a course book that may not entirely reflect the working environment of other, financially less important, markets.

Richard (2001) states in his book entitled Curriculum Development in Language Teaching that the advantages and disadvantages of the use of course book depend on how it is used and the context for its use. He concludes that course book provide structure and a syllabus for a program, helps standardize instruction, maintains quality, provides a variety of learning resources, and is effesiant. Besides, course book also provide effective language models and input, can train teachers and are visually appealing.

However, course book may still potentially have negative effect (Richards, 2001) such as course book may contain in autentic language, distort content, not reflect students, and can deskill teachers and also course book is usually expensive. And according to Tomlinson (2008), course book fail to help the learners to make full use of the language experice available to them outside the class.

As a conclusion, a good course book will help the teacher and students in the learning process, so that the learning objectives will be achieved easily.

2.3 English Language

English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca. English is the largest language by number of speakers, and the third most-spoken native language in the world, after Standard Chinese and Spanish. English” is derived from Anglisc, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines. According to Richards (2017), English language use today, including English as a world language, English as a lingua France, English as a linguistic imperialism, and English as a language hybridity. Furthermore, Freeborn (1998:1) stated that: “English today is a worldwide international language”. It is spoken as a mother tongue by about 400 million people in the British Isles, Canada, the United states of America, Australia and New Zealand. It is a second language for many others in, for example, India and Pakistan and some African states, where it is used as an official language in government and education.”

As a conclusion from explanation above, English language is an international language used by many countries in the world as the first language and the second language of the mother tongue.

2.4 Student

Student is a person who studies a particular academic subject. In another word student is a person who studies a specific subject at a form of unity government approved school, college, university, academy or other approved education facility. Student is a person who is studying at a school, college, or university. Student is a person formally engaged in learning, especially one enrolled in a school or college. A student is primarily a person enrolled in a school or other educational institution who attends classes in a course to attain the appropriate level of mastery of a subject under the guidance of an instructor and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for class preparation or to submit evidence of progress towards that mastery. Ali (2010) states that students are those specifically handed over by parents to take part in learning held at school with the aim of becoming human beings who have knowledge, skill, experience, personality, morality and independence. Furthermore, definition of students in the Indonesian Language Dictionary is a person or child who is studying (studying, going to school). According to Prof. Dr. Shafique Ali Khan (2005), students are people who come to an institution to obtain or learn several types of education. A student is people who study science regardless of age, from anywhere, anyone, in any form, at any cost to increase his intellect and morals in order develop and cleanse his soul and follow the path of goodness.

From some of the theories above, it can be concluded that students are one of the most important factors in the world of education and for the running of the teaching and learning system. Students are people who come to school to obtain knowledge to achieve their ideals and life goals optimally.

The conceptual framework this research is given in the following diagram
3. Method

3.1 Type of Research

Type of the research is quantitative research. The research design used was Pre-Experimental type one-group pretest-posttest design. Sugiyono (2014, p. 109) states that the pre-experimental design "... happened because absence of control variables, and samples that were not randomly selected ". Because this research was conducted by using experiment class without any control group, and began with the provision of pre-measures to measure initial ability of the subject. Furthermore, the sample give treatment, namely the use of course book by the teacher to students. Then the subject was given posttest to measure the ability of the sample after being treated.

![Figure 1. Conceptual Framework](image)

### Table 1. The design of the One Group Pretest-posttest Design

<table>
<thead>
<tr>
<th>Group</th>
<th>Test</th>
<th>Treatment</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class X1</td>
<td>Pretest</td>
<td>Learning with Course book</td>
<td>Posttest</td>
</tr>
</tbody>
</table>

3.2 Place and Time of The Research

This research was conducted at MA DDI Alliritengae Maros JL. Taqwa No.2 Maros, Alliritengae village, Turikale sub-district, Maros Regency, South Sulawesi Province. And this research was conducted for 5 months. Then the researcher spent about 2 months to analyze the data.

3.3 Population and Sample

Population in the research were MA DDI Alliritengae Maros and the sample of the research are the first grade students or X.1 MA DDI Alliritengae Maros.

3.4 Variable

This research use two variables, they are:

- **a) Independent variable**
  
  The independent variable of the research is the effectiveness of English course book.

- **b) Dependent variable**
  
  The dependent variable of the research is the first grade students at MA DDI Alliritengae Maros.

3.5 Research Hypothesis

A hypothesis is a tentative answer the problem of the research, the hypothesis, they are:

- **a) Null Hypothesis (Ho):**
  
  There is no a significant achievement after implementing the course book entitled “English Language”.

- **b) Alternative hypothesis (Ha):**
  
  Effectiveness of students’ achievement in their understanding of English after applying a course book entitled “English Language”.

3.6 Technique Data Collection

The technique data collection of the research is through tests (pre-test and post-test). To measure the ability of students' understanding of English, one of which is view from the results of English tests. Written tests was conducted by using second semester English questions included in class X semester II material, which is related to the announcement material, and other material in subsequent chapters in the second semester course book. This test was using 25 items in multiple choice test.
3.7 Research Instrument

Research instruments or data collection instruments are tools that are selected and used by researcher in their activities to collect data so that these activities become systematic and easier. The instrument is a tool for researcher in using data collection methods or techniques and instruments. The research instruments used in this research are:

a) Test

The tests is a data collection tool in the form of questions that are used to obtain score as a measurement of research. In this study, researcher used descriptive questions to determine students create thinking abilities. Before the written test questions are used, first the researcher try to ensure the validity and reliability of the test questions.

b) Validity Test

The validity of a test can be divided into two types namely logical validity and empirical validity. To find out the level of validity of the test questions in the form of description questions that will be used to retrieve data, research uses logical validity and empirical validity.

In this study, researcher was used logical validity in the form of content validity, that is testing of validity carried out on its contents to certain whether the items of student learning outcomes test accurately measured the circumstances that wanted to be measured. Content validation testing can be done by asking for expert judgment. People who have competence in an area can be asked for their opinions to assess the accuracy of the contents of test items in students English creative thinking.

3.8 Technique of Data Analysis

Effectiveness of course book is collected though the provision of test. Tests was giving 2 times, namely before the learning process takes place or pretest and after the learning process or posttest. The test give is a validated test after the data is collected then it is analysis techniques. Data obtained from the results of the study was analyzed though the SPSS (Statistical Package for Social Science) that has a high ability with data management and operation that is quite simple.

To analyze the data, the researcher used two kinds of statistical techniques and inferential statistics.

a) Descriptive Statistics

Descriptive statistics are used to describe the characteristics of respondents, among others in the form of averages and standard deviations of respondents both before and after treatment is given. In addition to describe student learning outcomes, this research described how the difference occur after students are gave treatment. The difference was reviewed based on the calculation of the normalized gain value. Normalized gain value in this research be obtain by diving the gain score (the differences between the posttest and the pretest) by the differences between the maximum score and the pretest score. The calculation of normalized Gain Value Hake (In Sari, 2018). Following formula as follow:

\[ G = \frac{O_2 - O_1}{SM - O} \]

\[ <g> = \frac{O_2 - O_1}{SM - O} \]

The formula is used to calculate the normalized gain of the differences that occur in English achievement of students in the material from second semester of course book is used and series with the following information:

- \( G \) = Gain (difference)
- \( <g> \) = Normalized gain
- \( O_1 \) = Pretest score
- \( O_2 \) = Posttest score
- \( SM \) = Maximum score

The normal gain score be obtaining was interpreted to state the criteria for the increase that occurs and as a variable data that will be used in testing the research hypothesis. The reference to the gain criteria that have been normalized according to Hake, are presented in the table below:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>(&lt;g&gt; &lt; 0.30 )</td>
<td>Low</td>
</tr>
<tr>
<td>(0.30 &lt; &lt;g&gt; &lt; 0.70 )</td>
<td>Medium</td>
</tr>
<tr>
<td>(&lt;g&gt; \geq 0.70 )</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 2. Normalized Gain Category (Sari, 2018)

b) Inferential Statistics

Inferential statistics are used to test research hypotheses. In this research the One Sample T-test statistical analysis used to test the research hypotheses. But before testing the hypotheses, the prerequisite test is performed first. The prerequisite tests that carry out before testing this hypothesis the normality test score of normalized gain data in ability students.

Normality test is intended to find out whether the data study is from populations that are normally distributed or not. In this study for the normality test the SPSS program is used whith the following procedure.

c) Hypotheses

- \( H_0 \) : sample from populations that are normally distributed
- \( H_1 \) : sample from populations that are not normally distributed

d) Test Statistics
The significance level (α) is a number that indicates an analysis error. The significance level in this study was 5% or 0.05

e) Test Decision

H0 is accept if the sign value in the Shapiro-Wilk test is more than the alpha level that has been determined (p value > α = 0.05)

f) Conclusion

After analyzing the data using by the SPSS program, we have got to pay attention to significant value at Kolmogrov-Smirnov column and then compare it with significant 0.05. If the significant value (Sig) > 0.05, then the data have a normal distribution, but if the significant value is (Sig) <0.05 then the data is not normally distributed.

The source of data in this study is the test results of students. the type of data to be obtained is quantitative data that is taken from the test of learning outcomes in the form of essays with some questions. Data collection method in this research is learning outcomes data which will be taken by giving tests to students before and after learning.

4. Results

This research was conducted at the MA. DDI Alliritengae Maros at class X.1 IPA with a total of 19 students. The study was conducted to determine the increase in student learning outcomes were given treatment that is using an English course book titled "English Language" in the experimental class. The results of this study describe the learning outcomes of students before and after using the English Course book.

This research was conducted from 28th of April to 11th of June, 2020 with 2 meetings, namely 45x2 minutes. Namely 2 times giving tests to students. The type of test given is a multiple choice test with 25 items that have been validated. From the provision of these tests obtained value of student learning outcomes.

Data on student achievement test results, both pretest and posttest taught using the complete English course book can be seen in appendix ..., while the results of descriptive analysis can be seen in appendix ...

4.1 Description of Learning Outcomes Data Before Using the English Course Book

To determine the initial state of learning outcomes of students in class XI.5 IPA MA. DDI Alliritengae Maros performed a pretest before using the English course book. The following are the results of the descriptive analysis results from the pretest data in class X.1 IPA MA. DDI Alliritengane Maros using the application of Statistical Product and Service Solutions (SPSS) version 16 and to find a general description of the pretest data displayed in the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of sample</td>
<td>19</td>
</tr>
<tr>
<td>The Lowest Score</td>
<td>34</td>
</tr>
<tr>
<td>The Highest Score</td>
<td>64</td>
</tr>
<tr>
<td>Mean</td>
<td>49.58</td>
</tr>
<tr>
<td>Median</td>
<td>52</td>
</tr>
<tr>
<td>Range</td>
<td>30</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.17</td>
</tr>
<tr>
<td>Variance</td>
<td>103.37</td>
</tr>
</tbody>
</table>

Table 3. Summary of Pretest Learning Outcomes

From table 3, we can see that the lowest score of student learning outcomes before being taught with an English Course Book is 34 and the highest score is 64, while the average grade is 49.58. Based on the description of student learning outcomes above, the pretest results are still in the low category. The categories of student learning outcomes can be seen as follows:

<table>
<thead>
<tr>
<th>Value Interval</th>
<th>Frequency</th>
<th>Percentage (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score &lt; 40</td>
<td>5</td>
<td>26.31</td>
<td>Very Low</td>
</tr>
<tr>
<td>40 ≤ score &lt; 55</td>
<td>7</td>
<td>36.84</td>
<td>Low</td>
</tr>
<tr>
<td>55 ≤ score &lt; 75</td>
<td>7</td>
<td>36.84</td>
<td>Medium</td>
</tr>
<tr>
<td>75 ≤ score &lt; 85</td>
<td>0</td>
<td>0.00</td>
<td>High</td>
</tr>
<tr>
<td>85 ≤ score 100</td>
<td>0</td>
<td>0.00</td>
<td>Very High</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4. Frequency and Percentage of Pretest Learning

From table 4, we can see that the average value obtained by students is in the low category, the results above show that out of 19 students there are 5 people who score very low and there are 7 students who get low scores and 7 people in the medium category.

4.2 Learning Outcomes After the Application of the English Course Book Entitled "English Language"

To determine the final state of learning outcomes of students in class X.1 IPA MA. DDI Alliritengae Maros performed a posttest. The following are the values and results of the descriptive analysis of the posttest data in class X.1 IPA MA. DDI Alliritengae Maros using the help of the application version of Statistical Product and Service Solutions (SPSS) version 16 and to find a general description of the posttest data displayed in the following table:
Hypothesis: there are only small differences that do not have significant changes. This difference does not indicate an increase in student learning outcomes.

Next, to illustrate the improvement that occurs after students are taught using an English course book, researcher have analyzed the normalized gain score shown in the following table:

<table>
<thead>
<tr>
<th>Score Gain</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Variance</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.09</td>
<td>0.78</td>
<td>0.33</td>
<td>0.03</td>
<td>0.18</td>
<td></td>
</tr>
</tbody>
</table>

Table 8. Gain Normalized Student Learning Outcomes

Table 8 shows that the average normalized gain of student learning outcomes is 0.33. Based on the normalized gain category in table 3 shows that the average normalized gain is at a low criterion. That is, classically the learning outcomes of students after being taught with the English Course Book titled "English Language" has not increased.

4.4 Inferential Analysis

4.4.1 Prerequisite Test Results Analysis of Research Results

As explained in chapter III, inferential statistics are used to draw conclusions from the data obtained. In this case, inferential statistics are used to determine whether there is a significant increase in student learning outcomes in class X.1 IPA MA. DDI Alliritengae Maros has learned to use the English Course Book entitled "English Language". The inferential statistical test used in this study is the One Sample T-Test. However, before conducting the test, a prerequisite test is needed.

The prerequisite test used in analyzing the results of this study is the normality test, where the normality test is used to find out the data used comes from populations that are normally distributed or not. The data normality test used in this study was carried out with the help of the SPSS 16 application program. Data is normally distributed if the $\rho$ - value in the Shapiro-Wilk test is more than alpha ($\alpha$).

With a Hypothesis:

H0: Data comes from populations that are normally distributed.
H1: Data come from populations that are not normally distributed.

Test Rules:
H0 is accepted, if : Sig. score > 0.05 H0 is rejected, if : Sig. score < 0.05

The results of the computation of normality data testing are complete in the attachment Test of Normality section. A summary of the results is in the following table:

<table>
<thead>
<tr>
<th>Source</th>
<th>Sig.</th>
<th>α</th>
<th>Decision</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain</td>
<td>0.078</td>
<td>0.05</td>
<td>Sig. &gt; α</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Table 9. Normality Test Results

Based on the results of the normality test above, the value of Sig. in the Shapiro-Wilk test is more than 0.05 so that it can be concluded that the data in this study come from populations that are normally distributed.

4.4.2 Hypothesis Testing Results

Hypothesis testing in this study used one sample t-test on normalized gain data. The t-test in this study was used to determine the effectiveness of the English Course book after it was used by students.

With a Hypothesis:
H0 : There was no significant increase in the learning outcomes of students in class X.1 IPA MA. DDI Alliritengae Maros after being taught using the English Course Book Entitled "English Language".

H1 : There is a significant increase in the learning outcomes of students in class X.1 IPA MA. DDI Alliritengae Maros after being taught using the English Course Book titled "English Language".

The statistical hypothesis is:

\[ H_0 : \mu_g \leq 0.30 \quad \text{Versus} \quad H_1 : \mu_g > 0.30 \]

Test Rules:
\[ H_0 \text{ is accepted, if } \frac{n}{2} \alpha \leq \text{Sig} \]
\[ H_0 \text{ is rejected, if } \frac{n}{2} \alpha > \text{Sig} \]

The results of computing this test are done with the help of the SPSS 16 application can be seen in the attachment ...

<table>
<thead>
<tr>
<th>Source</th>
<th>t-hitung</th>
<th>Sig.(2 tailed)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain</td>
<td>0.665</td>
<td>0.514</td>
<td>H0 is accepted</td>
</tr>
</tbody>
</table>

Table 10. One Sample T-Test

Based on the summary of the results of the data analysis in table 10, obtained t-value = 0.665 with the Sig. (2 tailed) = 0.514 ≥ 1 α = 0.025,2 then according to the decision-making criteria for hypothesis testing it can be concluded that H0 is accepted. This means that there is no significant effectiveness on the learning outcomes of students in Class X.1 IPA MA. DDI Alliritengae Maros after being taught with the English Course Book Entitled "English Language".

5. Discussion

In this section the researcher explains more about the results of testing descriptive statistics and inferential statistics on student learning outcomes data obtained from research.

The application of English Course Book gives a little positive influence on student learning outcomes. The effect can be explained by the average value of the test of learning outcomes measured through the pre-test before students learn the English Course Book and the final test (post-test) after students learn to use the English Course Book.

The average value of students in the pre-test is 49.58, based on the description of the learning outcomes of students in the pretest results are still in this low category because of the ignorance of students about the material provided. Then the average value increased to 66.42 at the end of the post-test learning based on the criteria of learning outcomes in the medium category. One of the factors causing student learning outcomes to increase slightly, not significantly increasing due to changes in the curriculum that prevails in schools, namely the 2013 curriculum, the book follows the applicable curriculum and the material being taught is also more difficult, as well as learning conducted at schools nowadays are online based, where students only learn from home and teachers taught from home (WFH) So that students do not understand the material provided by the teacher.

What's more students are given training using online the material has also been presented online. This results in students who have constraints on internet quotas and students who have limited network at home paying less attention to learning and not understanding the learning provided by the teacher and unable to access the learning provided. So students are less active in learning activities, both asking questions and answering and expressing their opinions about the knowledge they have learned. The post-test also showed that there were only 3 out of 19 students or in other words 15.79% of students achieved the minimum
mastery criteria (KKM) for English subjects in the MA. DDI Alliritengae Maros is 75.

In addition, inferential analysis also shows the fact that the One Sample T-Test with a significant level $\alpha = 0.05$, obtained Sig (2-tailed) value of 0.514. Because Sig (2-tailed) $\geq 12 \alpha$ or 0.025, according to the rules of testing this hypothesis it is known that there is no significant increase in the learning outcomes of students in class X.1 IPA MA. DDI Alliritengae Maros after being taught using the English Course Book Entitled "English Language". There is no significant effectiveness of student learning outcomes can also be seen through the parameters of the average value of normalized gain student learning outcomes are distributed to the criteria of being. It does not show a significant effectiveness on student learning outcomes after being taught using the English Course Book titled "English Language".

Learning using the English Course Book titled "English Language" aims to determine the effectiveness of the English Course Book on students, especially class X.1 IPA MA. DDI Alliritengae Maros.

When the book is applied in learning, students enthusiastically ask, but when the teacher explains the material from the book and answers questions from students, students have difficulty understanding the material and it is difficult to understand the answer. The improve of students’ outcomes of learning or the minimum completeness standards (KKM) achievement is one form of learning objectives achievement (Aswad et al., 2019). But the fact, it can be seen when the student's post-test score shows a value below the maximum completeness average (KKM) of 75.

This is consistent with the opinion of Linda Rahmawati (2018) in her study entitled Content Analysis of the English Textbook Entitled “Primary English as a Second Language” said that this book is a good English book but for practice in the textbook it does not fit the criteria of a good English textbook because it is not paired with a partner / work group and must be corrected later. Then in the aspect of vocabulary also does not meet the criteria of a good English textbook because of the 25 chapters there are ten chapters that do not present new vocabulary in the next material. However, some of what is missing in a textbook can be improved by providing supplementary material while teaching certain material.

And in the research Teguh Ariebowo, entitled “The Evaluation of The Seven-Grade English Textbook When English Rings The Ball: A Survey Research”. In the results of his research, researcher see that the textbook has advantages and disadvantages. The topic presented is a strength of this textbook given that the topic presented is suitable for the level of learning and social conditions of the Indonesian people. However, this textbook is not immune from deficiencies as in other books. One of the obvious shortcomings of this textbook is that there is no grammar reference that can be used as a reference by students and the level of difficulty of the language used in this book is too easy for 7th grade junior high school students.

Based on the description above it can be concluded that not all books are effectively applied to students. As in this study, that the course book entitled "English Language" does not give effectiveness to students is proven by the average value obtained by students below the Maximum Completeness Criteria (KKM) value of 75.

6. Conclusion

Based on the results of the analysis and discussion carried out in chapter IV, the researcher draws the following conclusions:

a) Learning outcomes before using the English Course Book titled "English Language" showed that the average value was 49.58 and the classical completeness was 0.00%. Where, the average learning outcomes were less than 75 and the classical completeness has not reached 75%. So it can be said that the results of the study have not fulfilled the Minimum Completeness Criteria (KKM) specification.

b) Learning outcomes after using the English Course Book titled "English Language", it can be seen that the average value is 66.42 and the classical completeness is 15.79%. Where, the average learning outcomes are still less than 75 and the classical completeness is still less than 75%. So it can be said that the learning outcomes also do not meet the Minimum Completeness Criteria (KKM) specified.

c) Learning using the English Course Book titled "English Language" is not effective to be applied in class X.1 IPA MA. DDI Alliritengae Maros. This is based on the following:

1. 15.79% students achieve classical mastery learning.
2. The average normalized gain of student learning outcomes is 0.33 or categorized as low category.
3. The value of the results of the analysis of one sample t-test obtained t-count = 0.665 with the Sig. (2 tailed) = 0.514 $\leq 1 \alpha = 0.025$ so that there was no significant increase in the learning outcomes of Class X.1 IPA MA. DDI Alliritengae Maros after being taught using the English Course Book titled "English Language".
4. From these three fact it can be said that the learning outcomes of students after being taught by using the English Course Book titled "English Language" is not effective against the learning outcomes of students in class X.1 IPA MA. DDI Alliritengae Maros.

7. Suggestions

Based on research that has been carried out, the researcher proposes several suggestions as input for the following parties:
a) For Principals

With the English Course Book, it is more effective to use face-to-face meetings between students and teachers than the online learning process to improve student learning outcomes in English. So the principal is expected to make policies that can improve and develop the quality of education, especially English so that it can achieve the expected educational goals.

b) For Teachers

In delivering a lesson, especially English, a teacher is expected to choose the right course book. The material book should enable students to meet success in the teaching and learning process.

c) For Students

By giving the course book entitled "English Language", students are expected to be more effective and enthusiastic in learning and more creative in following the teaching and learning process even in any situation. The activeness of students in the teaching and learning process can affect the learning process obtained by students.

d) For Researchers

By providing learning using the English Course Book entitled "English Language", it can add insight and understanding for researchers to perfect their provisions in the future. Whereas for researchers who are interested in developing this research, it is expected to pay close attention to the limitations of this research which have been developed subsequently to improve the results of this study.

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Mendiskripsikan Gejala Atmosfer dan Hidroser Serta Pengaruhnya Bagi Kehidupan. SKRIPSI Jurusan Geografi-Fakultas Ilmu Sosial UM.