Investigating Students' Attitudes Male and Female Toward Arabic And English Textbooks In Madrasah Tsanawiyah

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Abstract

The primary goal of this research is to investigate students' attitudes toward Arabic and English textbooks in Madrasah Tsanawiyah (MTs). The sample of this study was the first class consisted of 35 males and 65 females, while the second class consisted of 30 males and 46 females. The subject of this study is English textbooks used by teachers in Madrasah Tsanawiyah (MTs). The design of this study is a quantitative and qualitative approach. Data for the study were gathered by a survey questionnaire and an interview. However, the overall results show that English textbooks surpass Arabic textbooks in terms of ease of access and use, print and design quality, provision of visual and graphic images, provision of activities and exercises, and content quality. The article offers significant modifications and improvements in the development and publication of Arabic textbooks. The study's findings indicate the necessity for significant modifications and improvements in the development and publication of Arabic textbooks.

Keywords: Students' Attitudes male and female, English textbook, Arabic textbook

A. Introduction

According to researcher observations at schools, Textbooks serve an important role in the teaching and learning process. The textbook's availability determined how the teaching and learning process unfolded. A good textbook must meet certain criteria in to be utilized in the teaching and learning process. The dominating instrument required by the instructor in carrying out learning in the classroom is textbooks. "Textbooks are one of the tools used to help teachers teach students," says Tomlinson (2011). Teachers understand what to teach and how to conduct class activities when they use a textbook. Some textbooks typically include extra resources such as audio CDs, films, and worksheets. They can help teachers improve the quality of their students' learning. As a result, textbooks are essential in the teaching and learning processes. Furthermore, it

assists students in planning what they will learn next and reviewing what they have learned.

There are a variety of English textbooks accessible nowadays to satisfy the needs of the teaching and learning process. However, Salamah's (2014) experience during PPKT (Praktik Profesi Keguruan Terpadu) demonstrates that teachers typically employ a textbook without studying the materials. They argued that they do not have the necessary understanding to conduct the textbook analysis and that it takes time. According to Grant (1987), there is no such thing as the perfect book. This means that even if a textbook is produced by a reputable publisher, it may have flaws.

Each expert has a different opinion on what makes an excellent EFL textbook. All agree, however, some review checklists include several criteria of textbook physical qualities such as layout, design, size, and visuals. Other significant factors to consider are those that assess textbook technique, Materials available based on curriculum, language skills, themes, language appropriateness, and cultural elements. Similarly, According to Richard (2001:260), one of the reasons why a textbook is regarded as good and suitable for use is compatibility between a learner's gender, socioeconomic class, and cultural background.

However, according to journals with titles such as A Content Analysis of Textbook English for Elementary School and A Content Analysis of Textbook English for Vocational High School. According to these two writers, there are still significant issues with Vocational High and elementary English textbooks. For starters, the textbook does not depict religious principles. Second, it lacks audio material for the imitation process. Next, photographs in textbooks are rarely praised when pupils have done what they are supposed to do. Finally, the teacher's textbook does not portray male and female students equally. Male pictures tend to be larger than female pictures. Furthermore, the scope of occupation portrayed in both image and text for women is less than that of men. That was proof of an inconsistency between theory and reality. Based on this disparity, the author will analyze male and female students' attitudes regarding Arabic and English textbooks used at Madrasah Tsanawiyah (MTs).

B. Literature review

1. Textbooks

Textbooks are books written by specialists in their disciplines that include teaching aids and practice questions to help with the teaching and learning process. Textbooks are designed so that students may easily understand the subject presented, and they are supplemented with simple visuals to pique students' interest (Tarigan, 1986: 13). The use of textbooks is depending on the curriculum's learning objectives. Aside from textbooks, teachers can utilize other resources or strategies to help students learn. Technically, textbooks are intended to help textbook users, particularly students, understand the content to be taught. To summarize, quality textbooks must be accurate, suitable, communicative, complete, and systematic, with a focus on students.

2. Quality of Textbook

High-quality printing and design are essential for the textbook. Printing and design of poor and low quality textbooks influence the correctness of the contents, and the teaching and learning process, and deter users from utilizing the book. As a result, textbooks should have "quality printing and design," which indicates that the book was created with attention to detail, aesthetics, and readability in mind (price: 2012). This includes elements such as: Text that is clear and legible: To ensure readability, the text should be well-formatted, with proper typefaces, font sizes, and line spacing. The text should be legible, with no smudges, fading, or other printing flaws. Diagrams, drawings, charts, graphs, and pictures are frequently used in textbooks to help with learning and visualization of subjects. These images are clear, correctly reproduced, and visually appealing thanks to high-quality printing.

A well-designed textbook will have a well-structured layout that leads the reader logically through the information (Oliveira: 1995). This comprises headings, subheadings, bullet points, and other formatting features that make content easier to find and explore. Color and aesthetics: Color can be used to highlight significant information, boost visual attractiveness, and separate distinct parts or elements within a textbook. A well-designed textbook may employ aesthetically appealing color schemes that improve the entire reading experience. Binding and durability: Another significant factor of quality is the physical construction of the textbook. A textbook with high-quality printing and design will often have a strong binding, ensuring that the pages remain intact even after repeated usage.

The inclusion of activities and exercises is a key characteristic of good textbooks (Gurung:2012). This fosters critical thinking, problem-solving abilities, and the capacity to apply knowledge in real-world situations. Activities and exercises emphasize active learning rather than passive reading and absorbing knowledge. Students participate actively in the learning process, which can improve comprehension, retention, and engagement with the material. Furthermore, these exercises allow teachers to assess students' understanding and provide comments on their performance. Textbooks with a variety of activities and exercises cater to a wide range of learning styles and skills. They allow students to approach the topic from many perspectives, resulting in a more inclusive and customizable learning experience. Development of certain abilities: Activities and exercises can target specific skills such as problem-solving, critical thinking, research, writing, or practical application. Textbooks can help students build and strengthen these skills alongside their subject-specific information by providing such activities.

Quality textbooks should have tools that promote easy access and usage, in addition to superior printing and design. Wakefield et al. Among the tools are the first of these is A well-organized and consistent table of contents provides an idea of the book's organization and allows readers to effortlessly browse through the content. It summarizes the main sections, chapters, and subsections, allowing readers to rapidly access certain topics. The second is Clear and Accurate Headings and Subheadings: Within chapters, headings and subheadings assist in splitting down the content into manageable pieces. They make it easier for readers to skim and identify pertinent information by clearly indicating the topic or subtopic covered in each section. Headings and subheadings that are well-crafted also improve reading and comprehension. The final section is the Glossary and Definition of Key Concepts: A glossary after the textbook assists students in understanding the meaning of key terms and concepts used throughout the book. It provides succinct descriptions and explanations, which aid in comprehension and reduce confusion. To facilitate instant comprehension, key topics may be described inside the text as they are introduced.

Approaches to teaching and learning that are modern and contemporary and strategies necessitate the use of visual and graphic pictures and resources that are appropriate by authors and publishers. These resources are utilized by authors and publishers to facilitate communication between the book and the learner, aid in

comprehension, act as emotional stimulators, and drive motivation (Jandhyala, 2017). Visual pictures, according to Sheen and Luximon (2015), are essential and can be used to improve students' problem-solving skills. Canning-Wilson (2001) conducted a study at UAE University to demonstrate how visual resources can help and enhance the learning process. Similarly, Drobot's (2015) study on the impact of images and visual elements in foreign language acquisition demonstrated the importance of including these items in textbooks. The incorporation of appropriate visual and graphic images and materials in modern and contemporary teaching and learning is extremely helpful for both authors and publishers.

A textbook's content should be of high quality. Mahmood (2009) found 11 quality textbook indicators in a significant study. Coverage of the scope, dependability and correctness, critical and creative learning, and bias-free content are among the indications. Unfortunately, not all textbooks can meet the criteria of these measures. Oliveira (1995) explained in his article about textbook quality how the U.S. The quality of textbooks is hampered by the government and special interest organizations. According to Price (2012), a possible issue Low-quality content and the use of inappropriate resources are issues with free textbooks. Similarly, Gurung et al. (2012) discovered considerable disparities in the quality and usefulness of In North America, seven textbooks have been published.

C. Method

This study used a quantitative and qualitative research design, with data collected utilizing a Google form distributed to the students. The researcher then interviewed a few of the students. The research tool used in this study was a questionnaire of 18 items, which was administered at the Madrasah Tsanawiyah (MTs). The researcher used a student questionnaire modified from Sughesti, I. (2019), and the researcher made some changes to make the questionnaire more suited for this study. The questionnaire is divided into five sections: print and design textbooks, easy access and use textbooks, visual and graphic display textbooks, activities and exercises textbooks, and content quality textbooks. The questionnaire response options were Arabic or English. SPSS Statistics was used to analyze this study. The study's population consisted of 176 students in the eleventh and twelfth grades from one of Seluma's schools.

D. **Result**

1. *Print and Design*

No	Statement	Textbook	First Class			Second Grade		
			Male	Female	(L+P)%	Male	Female	(L+P)%
1	The textbook covers are visually appealing.	English	28	43	71%	25	33	76%
		Arabic	7	22	29%	5	13	24%
2	The textbook layouts are appealing.	English	30	43	73%	12	32	58%
		Arabic	5	22	27%	18	14	42%
3	The paper in textbooks is of high quality.	English	23	41	64%	19	27	60%
		Arabic	12	24	36%	11	19	40%

Participants were asked to respond to three assertions concerning printing quality and textbook design using a survey instrument. According to the study's findings (Table 1), English textbooks are more appealing (First Class 71% and Second Grade 76%) than Arabic textbooks (First Class 29% and Second Grade 24%). Similarly, the study's findings show people are happier with the layouts of English textbooks (First Class 73% and Second Grade 58%) than Arabic textbooks (First Class 27% and Second Grade 42%). They also take into account that the paper quality of English textbooks (First Class 64% and Second Grade 27%) is superior to Arabic textbooks (First Class 36% and Second Grade 40%).

2. Access and Use

No	Statement	Textbook	First Class			Second Grade		
			Male	Female	%	Male	Female	%
1	Textbooks contain a wealth of information.	English	23	52	75%	19	34	70%
		Arabic	12	13	25%	11	12	30%
2	Glossaries (key concept definitions) are included in textbooks.	English	22	36	58%	23	36	78%
		Arabic	13	29	42%	7	10	22%
3	The headers and subheadings of textbooks are distinct.	English	20	41	61%	21	33	71%
		Arabic	15	24	39%	9	13	29%
4	The table of contents in textbooks	English	28	50	78%	26	36	82%

is straightforward and consistent.	Arabic	7	15	22%	4	10	18%

Respondents were asked to express their feelings regarding four assertions about content accessibility and utilization. According to the study's findings (Table 2), English textbooks have clearer headings and subheadings (First Class 61% and Second Grade 71%) than Arabic textbooks (First Class 39% and Second Grade 29%), as well as a clearer, more coherent table of contents (First Class 78% and Second Grade 82%) than Arabic textbooks (First Class 22% and Second Grade 18%). Furthermore, respondents stated that most English textbooks (First Class 58% and Second Grade 78%) have a glossary and descriptions of significant words, but Arabic textbooks (First Class 42% and Second Grade 22%) do not. Books also include texts with more information (First Class 75% and Second Grade 70%) than Arabic textbooks (First Class 25% and Second Grade 30%).

3. *Visual and Graphic Display*

No	Statement	Textbook	First Class			Second Grade		
			Male	Female	%	Male	Female	%
1	Visual images are more abundant in textbooks	English	20	47	67%	17	39	74%
		Arabic	15	18	33%	13	7	26%
2	The photographs in the textbooks are of excellent quality	English	21	37	58%	20	36	74%
		Arabic	14	28	42%	10	10	26%
3	Tables and flowcharts are included in textbooks	English	23	34	57%	19	40	78%
		Arabic	12	31	43	11	6	22%

Respondents were asked to rate three statements about The inclusion of visual and graphic elements in English and Arabic textbooks. According to the study's findings (Table 3), Respondents believe that visual graphics in English textbooks are more abundant. (First Class 67% and Second Grade 74%) than Arabic textbooks (First Class 33% and Second Grade 26%) and have higher picture and image quality (First Class 58% and Second Grade 74%). than Arabic textbooks (42% for First Class and 26% for Second Grade). Furthermore, respondents believed that English textbooks (First Class 57% and Second Grade 78%) contain more tables and flowcharts than Arabic textbooks (First Class 43% and Second Grade 22%).

4. Activities and Exercises

No	Statement	Textbook	First Class			Second Grade		
			Male	Female	%	Male	Female	%
1	The activities in the textbooks promote collaboration with other pupils.	English	30	54	84%	18	31	64%
		Arabic	5	11	16%	12	15	36%
2	The activities in the textbooks encourage analytical and critical thinking.	English	25	44	69%	19	39	76%
		Arabic	10	21	31%	11	7	24%
3	Textbooks contain questions and answers.	English	20	43	63%	20	34	71%
		Arabic	15	22	37%	10	12	29%
4	Interactive activities are included in textbooks.	English	29	42	71%	19	40	78%
		Arabic	6	23	29%	11	6	22%

Respondents were asked to rate four statements Concerning the inclusion of activities and exercises in textbooks. As shown in Table 4, More questions and answers can be found in English textbooks (63% for First Class and 71% for Second Grade) than Arabic textbooks (37% for First Class and 29% for Second Grade), They incorporate more interactive activities (71% in First Class and 78% in Second Grade) than Arabic textbooks (29% in First Class and 22% in Second Grade). Similarly, Analytical and critical thinking seems to be promoted in English textbooks. (First Class 69% and Second Grade 76%) more than Arabic textbooks (First Class 31% and Second Grade 24%), and they also include activities that encourage collaboration with other students (First Class 84% and Second Grade 64%) more than Arabic textbooks (First Class 16% and Second Grade 36%).

5. Quality of Contents

No	Statement	Textbook	First Class			Second Grade		
			Male	Female	%	Male	Female	%
1	The titles of textbooks reflect the content.	English	30	44	74%	20	40	79%
		Arabic	5	21	26%	10	6	21%
2	Examples from many contexts can be found in textbooks.	English	29	40	69%	18	40	76%
		Arabic	6	25	31%	12	6	24%

3	The textbooks' contents are simple to grasp.	English	28	40	68%	19	30	64%
		Arabic	7	25	32%	11	16	36%
4	The textbook's contents are organized logically.	English	27	40	67%	20	36	74%
		Arabic	8	15	23%	10	10	26%
5	The textbook's wording is simple to understand.	English	25	35	60%	19	28	62%
		Arabic	10	30	40%	11	18	38%
6	Practical and real-life examples can be found in textbooks.	English	31	43	74%	23	40	83%
		Arabic	4	22	26%	7	6	17%
7	Case studies are included in textbooks.	English	26	40	66%	25	40	86%
		Arabic	9	15	24%	5	6	14%
8	Textbooks provide sufficient instances to demonstrate theoretical topics.	English	24	35	59%	24	39	83%
		Arabic	11	30	41%	6	7	17%

Respondents were asked to rate how much they agreed with eight statements about the quality of textbook content. According to Table 5, English textbooks, according to respondents, present more practical and real-life examples (74% for First Class and 83% for Second Grade) than Arabic textbooks (26% for First Class and 17% for Second Grade). .SimilarlyThey agreed that the titles of English textbooks should be changed. (First Class 74% and Second Grade 79%) reflect the contents more than the titles of Arabic textbooks (First Class 26% and Second Grade 21%). English textbooks, they claim, are written in a more simple and understandable style (First Class 68% and Second Grade 64%) than Arabic textbooks (First Class 32% and Second Grade 36%), and They employ a broader range of examples from varied contexts (First Class 69% and Second Grade 76%) than Arabic textbooks (First Class 31% and Second Grade 24%).

Furthermore, There appeared to be more case studies in the English textbooks (First Class 66% and Second Grade 86%) than the Arabic textbooks (First Class 24% and Second Grade 14%), as well as more examples for explaining theoretical concepts (First Class 59% and Second Grade 83%) than the Arabic textbooks (First Class 41% and Second Grade 17%).Furthermore, the English textbooks (First Class 67% and Second Grade 74%) follow a logical sequence compared to the Arabic textbooks (First Class 23% and Second Grade 26%), and their contents are easier to understand (First Class 68% and Second Gradte 64%) than the Arabic textbooks (First Class 32% and Second Grade 36%).

E. Discussion

This study looked into students' attitudes toward English and Arabic textbooks in Madrasah Tsanawiyah (MTs). According to the study's findings, pupils have a more favorable view toward English textbooks than Arabic textbooks. It is caused by English texts that may be more relevant and related to students' own lives and experiences. English literature frequently covers a broad range of themes and issues that appeal to a broader readership. Arabic literature, on the other hand, may be seen as more culturally specific, which may limit its attractiveness to students from diverse cultural backgrounds. viewed from the quality of the book print It is also possible to write jointly and in pairs. have superior printing and design quality than the Arabic ones. Although the Arab world has thousands of printing and publishing companies, printing quality and design is inferior than that of Western publishers (Alqasimi, 2017). One reason for this low quality could be that the printing industry is focused on creating profits, minimizing losses, and avoiding disappointment. As a result, Arabic books are generally less expensive than English books. Another reason is a lack of expertise and skills in designing and producing high-quality Arabic textbooks. This is because personnel in the Arab world's printing and publishing sectors are not sufficiently qualified to provide high-quality textbooks that compete with English textbooks. As a result, owners of printing and publishing enterprises in Arab countries should hire specialists in this industry to enhance printing quality and developing Arabic textbooks.

Furthermore, the study's findings revealed that English textbooks are designed in a way that allows for easier access and usage of information and contents than Arabic textbooks. McGowan et al. (2009) and Jhangiani et al. (2018) describe similar findings. Glossaries, clear headers and subheadings, and a consistent table of contents facilitate access and use. Similarly, the authors of Arabic textbooks only a little include glossaries in their publications. The inclusion of a contents page at the beginning of each book, as well as glossaries, would undoubtedly promote quick access and use. As a result, Arab authors should include these components in their textbooks.

Furthermore, when it came to the provision of visual and graphic materials, participants had a higher positive assessment of English textbooks than Arabic textbooks. They claim that English textbooks contain more visual visuals and illustrations, as well as more tables and flowcharts, than Arabic textbooks. This problem can be handled by sharing duties among Arab authors and the publishing industries. The

first group is responsible for identifying and providing visual and graphic pictures and resources wherever they are needed in the book; the publishers are responsible for producing quality images, tables, and flowcharts as needed.

In keeping with prior research (Abosalem, 2016; Alhasant, 2016), the current study's findings show that English textbooks provide more activities and exercises than Arabic textbooks. Arabic textbooks do not offer enough activities and exercises that stimulate student participation, activities and exercises that foster analytical and critical thinking, or interactive activities and exercises with questions and answers. Textbook activities and exercises are intended to assist students in understanding subjects and doing self-evaluation and assessment. As a result, we strongly advocate for the inclusion of a suitable number of activities and exercises in Arabic textbooks.

According to a previous study (Gurung et al., 2012), a huge majority of respondents consider English textbooks to be a better source of quality content than Arabic textbooks. They believe that English textbook titles better depict the content than Arabic textbook titles. Furthermore, they agreed that the authors of English textbooks include more case studies, real-life examples, logical sequences, and utilize more intelligible and straightforward language than the authors of Arabic textbooks. This problem could be caused by a variety of circumstances, including a lack of knowledge, honesty and commitment, money, and time to provide high-quality textbook content. Nonetheless, authors are accountable for ensuring that their works have key aspects that promote student learning.

This English textbook focuses on the needs, abilities, interests, styles, and active engagement of students. There are also numerous realistic group and pair work exercises in this English textbook that define the qualities of the student-centered approach. According to Jones (2007), the textbook's purpose in the student-centered approach is to guide students, manage their activities, and steer their learning. The Bahasa Inggris technique is appropriate for the role of textbook in the student-centered approach.

Furthermore, the assignments This English textbook is not monotonous. Students are not only expected to do things independently, but also in collaboration, for example, by working in pairs to make them more interesting. Furthermore, students can freely expand their thoughts in separate tasks, and they have the opportunity to make such a description with their peers, making it more significant and keeping them from becoming bored. It is visible, for example, in writing projects that are not necessarily offered in the

form of individual writing. To make writing exercises more exciting, Writing collaboratively and in pairs is also implemented. They will be able to build such a description with their pals, making it more meaningful and keeping them entertained. English textbooks may use technology to give supplementary resources such as online platforms, multimedia content, and interactive digital tools. Integrating technology can improve accessibility and provide students with a more engaged and immersive learning experience.

English literature has a long history of greatness, with many influential works and authors shaping the literary canon. This perceived prestige can entice students to read English novels in order to engage with well-known works of literature.

Conclusion

English textbooks are more popular among students than Arabic textbooks. It is due to the fact that English literature may be more relevant and tied to students' personal lives and experiences. based on the print quality of the book The printing and design quality of the English textbooks appeared to be higher than that of the Arabic textbooks. according to the book's content They believe that English textbooks feature more pictures, diagrams, tables, and flowcharts than Arabic textbooks. According to previous studies, Arabic textbooks provide fewer tasks and exercises than English textbooks. This English textbook's homework is not monotonous. Students are required to work collaboratively as well as independently, for example, by working in pairs to make tasks more enjoyable. Technology may be used in English textbooks to provide supplemental materials such as internet platforms, multimedia information, and interactive digital tools. Incorporating technology can increase accessibility while also providing students with a more engaged and immersive learning experience.

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