

# The Potential of Indonesian Textbooks in Stimulating Students' Learning Activities

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## ABSTRAK

Penggunaan unit-unit verbal dalam buku teks akan terpetakan potensinya. Meskipun buku teks dipandang sebagai sumber informasi penting, aspek-aspek seperti penggunaan bahasa yang dapat merangsang keterlibatan siswa, tugas-tugas berbasis proyek yang mendukung kolaborasi, serta peran refleksi dan diskusi dalam meningkatkan keterampilan berpikir kritis sering diabaikan. Penelitian ini bertujuan untuk mengidentifikasi potensi buku teks bahasa Indonesia dalam menstimulasi aktivitas belajar siswa. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan metode studi kasus. Sampel penelitian dipilih secara purposive, yaitu satu buku teks bahasa Indonesia yang digunakan di salah satu sekolah menengah. Data dikumpulkan melalui observasi, wawancara, studi pustaka, dan analisis dokumen. Instrumen yang digunakan adalah lembar wawancara dan observasi. Hasil penelitian menunjukkan bahwa buku teks dapat menjadi stimulus yang efektif dalam menstimulasi aktivitas belajar siswa. Beberapa cara buku teks dapat menstimulasi aktivitas siswa antara lain: menghadirkan materi menarik, mendorong refleksi dan diskusi, serta menyediakan tugas berbasis proyek. Pemilihan buku teks yang sesuai dengan kebutuhan pembelajaran juga penting. Kesesuaian antara buku teks dengan tingkat berpikir siswa akan memudahkan pemahaman siswa terhadap materi dan mencapai tujuan pembelajaran. Secara keseluruhan, buku teks bahasa Indonesia memiliki potensi besar dalam meningkatkan aktivitas belajar siswa. Penggunaan buku teks yang tepat dapat memotivasi siswa, memperluas partisipasi mereka, dan meningkatkan pencapaian belajar.

## ABSTRACT

The use of verbal units in textbooks will be mapped out. Although textbooks are considered an essential source of information, aspects such as language that can stimulate student engagement, project-based tasks that support collaboration, and reflection and discussion in improving critical thinking skills should be considered. This study aims to identify the potential of Indonesian language textbooks to stimulate students' learning activities. The research method used is a qualitative approach with a case study method. The research sample was selected purposively, namely one Indonesian language textbook used in one of the secondary schools. Data were collected through observation, interviews, literature study, and document analysis. The instruments used were interviews and observation sheets. The results showed that textbooks can be an effective stimulus in stimulating students' learning activities. Textbooks can stimulate student activity by presenting exciting material, encouraging reflection and discussion, and providing project-based tasks. The selection of textbooks that suit learning needs is also essential. The compatibility between textbooks and students' level of thinking will facilitate students' understanding of the material and achieve learning objectives. Overall, Indonesian language textbooks have great potential to improve students' learning activities. Appropriate use of textbooks can motivate students, broaden their participation, and enhance learning achievement.

## 1. INTRODUCTION

Students' ability to speak Indonesian is not only influenced by internal factors, but also by external influences such as the use of appropriate textbooks. Indonesian language education is one of the key

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components in education in Indonesia. Education is one of the important factors in the formation of quality individuals and society. In the context of education in Indonesia, Indonesian plays an important role as the language of instruction in the learning process. Indonesian textbooks are one of the instruments used to support student learning activities at school. A good textbook not only serves as a source of information, but can also influence students' motivation and participation in the learning process (Fadhliana et al., 2023; Yusliani et al., 2023). In the context of Indonesian language education at the junior high school level, grade 8 textbooks have considerable potential in stimulating students' learning activities. Previous research has revealed that the use of effective textbooks can increase students' motivation and participation in Indonesian language learning.

Learning in Grade 8 is very important in shaping students' character and academic ability. One of the factors that influence the success of learning is the learning method used by the teacher. Learning activities in the revised edition of the Indonesian Language Textbook (BTBI) are realised in the task sentences that will be carried out by students in text learning. Indonesian textbooks can be one of the potential resources to increase students' learning activities, especially through individual and group assignments. The language used in textbooks is standardised Indonesian. The language used to explain the material in the textbook should use simple language, not multi-interpretive, and relatively in accordance with the cognitive level of readers in general (Ismail et al., 2021; Saputro et al., 2021). Much research on language use in textbooks has been conducted. However, it does not rule out the possibility of conducting a more in-depth study on the use of language that can stimulate student activity. This is due to the importance of the language function in stimulating student activity because textbooks are one of the learning resources; with clear and correct activity stimulation, learning can run optimally. This is a novelty in this research.

Suggests that individual tasks and group tasks are two types of cooperative learning activities that are effective for improving the speaking skills of grade 8 students. Textbooks as learning media have great potential in improving student learning outcomes (Retno, 2020; Triyono et al., 2019). From textbooks, it should be possible to see the profile of education and teaching at the relevant level. The content of textbooks, especially related to the determination of cognitive development outcomes, often receives less attention. In fact, textbooks are the main educational guidelines used in teaching and learning activities. Thus, the determination of learning outcomes from textbooks must be clearly known so that its suitability with the underlying curriculum can be evaluated. In the Indonesian textbook for Grade 8 students, there are several examples of individual assignments such as analysing poems or short stories and making summaries of certain readings, as well as examples of group assignments such as creating dramas or short film scenarios based on novels that have been read together in class. Through both types of assignments, students will be more active and independent in the learning process as well as improving their inter-student skills. The use of Indonesian language textbooks can facilitate the development of grade 8 students' reading, writing, listening, and speaking skills. Quality textbooks introduce students to different types of texts, including narration, description, exposition, and argumentation, which helps them understand the structure and features of each type of text. This contributes to students' ability to analyse and understand the texts they read, as well as express their thoughts in writing and speech. As the essence of textbooks, it can be said that textbooks in the learning process are used as one of the reference sources for learning instructions (Lim & Roslinda, 2021; Purnanto et al., 2020).

Textbooks have the opportunity to be a means of learning about self-adjustment skills presented in textbooks and influence teacher instruction on self-adjustment skills. In line with this opinion, books play an important role in helping teachers determine the material to be delivered, making it easier for students to be able to learn the material that has been sent or prepare something for tomorrow's material (Huda et al., 2020; Sievert et al., 2019). For students, textbooks function as one of the sources of information that can help them understand learning materials in accordance with the objectives set by the teacher. As for the teacher, the textbook functions as one of the sources of information that can be used as a guide in carrying out learning. From this description, it can be concluded that individual tasks and group tasks are two great potentials of Indonesian language textbooks in stimulating learning activities of grade 8 students. Learning activity is an individual activity that can bring changes towards the better in the individual because of the interaction between individuals and individuals and individuals with the environment. Besides being related to learning activities, textbooks have a role as a component in supporting which can be used as a guide to the learning process (Gustiar et al., 2023; Satria et al., 2023). Therefore, research on how to maximise the use of textbooks to improve learning outcomes in grade 8 is very important to do.

The potential of Indonesian language textbooks in stimulating students' learning activities is important to explore. Stimulation is an activity to stimulate children's basic abilities so that children develop optimally. Through the use of appropriate textbooks, students can be more active in developing language skills, understanding lesson concepts, and applying knowledge in real situations. However, not many studies have specifically examined the potential of Indonesian language textbooks in improving student

learning activities. In the article *radarsolo.jawapos.com*, one of the teachers used the word swap *game* method to increase students' learning activities in learning Persuasive Speech Text in class 9H SMP Negeri 6 Wonogiri. The teacher chose this method with the belief that students love to play, which is expected to increase students' engagement and motivation in the learning process. However, there is no direct information about the potential of the textbook in stimulating students' activities. In addition, Indonesian textbooks can also encourage students to think critically and analyse texts more deeply. Textbooks containing reflective questions and higher-order thinking tasks can help students develop their critical thinking skills. The questions force students to analyse and evaluate the texts they read, thus improving their overall understanding. The use of Indonesian language textbooks has an influence on the interest and learning achievement of grade VIII students in junior high schools (Fathurrohman & Pujiyanto, 2019; Utomo & Yulianto, 2020). This research highlights that appropriately used textbooks can influence students' motivation in learning and improve their academic achievement.

Textbooks have an important role in teaching and learning activities. However, the role is not only limited to the delivery of information, but can also stimulate student activity in the learning process. Textbooks can be used as an effective tool to stimulate student activity. Some of the ways textbooks can stimulate student activity include: (1) Presenting interesting material: A well-designed textbook will include materials that are interesting and relevant to students. This will trigger students' interest and curiosity to be actively involved in learning. (2) Encouraging reflection and discussion: Textbooks can include reflection questions, discussion exercises, or case studies that ask students to think critically and discuss with classmates. This will stimulate students to participate in discussions and share their thoughts. (3) Provide project-based tasks: Textbooks can present tasks that involve students in project activities, such as essay writing, presentation making, or independent research. This will encourage students to develop research, analysis and problem-solving skills.

Through these strategies, textbooks can act not only as a source of information, but also as a tool that actively engages students in the learning process. Thus, textbooks can be an effective stimulus in increasing students' learning activities. The selection of textbooks that suit learning needs is very important. The needs in question include the suitability of the textbook to the students' level of thinking. The suitability between the textbook and the students' level of thinking will make the material contained in it easily digested by students so that learning objectives will be achieved. Indonesian language textbooks are developed based on the applicable curriculum. The material compiled and developed refers to the core competencies and basic competencies determined by the curriculum. The goal is the achievement of national education goals. However, the material developed in each textbook does not always have the same weight. Textbooks should stimulate student learning activities. Therefore, the command sentences or learning stages in the textbook should be clear and precise.

This research aims to identify Indonesian language textbooks in stimulating students' learning activities. By examining various relevant aspects, this research is expected to provide a deeper insight into the role of textbooks in increasing students' motivation, participation and learning achievement. Textbooks are one of the learning media. As a learning medium, textbooks are one of the tools that have an important role in the learning process. Textbooks play an important role for teachers, students, and the learning process (Huda et al., 2019; Mayasari et al., 2023). Textbooks for teachers are a source of information that can be used as learning guidelines. Textbooks for students are learning resources that can improve their abilities so that the learning objectives that have been set can be achieved. Textbooks for the learning process play a role in the selection and delivery of learning materials, help smooth the learning process, help smooth the classroom management process, make it easier for students to follow the description of learning materials, and can be used to train independent learning for students. Therefore, the choice of language that shows learning activities must be clear. What students have to do needs to be explained in detail, for example forming groups, filling in worksheets, discussing, and reading out the results of group discussions. Thus, textbooks can be used by students independently.

## 2. METHOD

This research uses an explanatory qualitative approach. The explanation carried out in this research was to explain the Indonesian language textbook for class VII SMP to study the use of language which is able to stimulate student activity. Textbook selection is carried out based on certain criteria, such as popularity, diversity of content, and availability. The data source in this research is the Indonesian language textbook for class VIII SMP. The data for this research are verbal units in the Indonesian language textbook for class VII SMP in the form of work instructions, thereby creating a potential stimulant for student activities. Data collection in this research was carried out by means of intensive reading to obtain

verbal units in the form of commands that were able to stimulate student activity. Apart from that, data was collected by observation. Observations were carried out to observe interactions between students and textbooks during the learning process in class. This will provide a direct picture of the extent to which textbooks can motivate students to actively participate in learning activities. Interviews were also conducted with teachers and students to gain a deeper understanding of the use of textbooks and their influence on student learning activities. The data collection instruments used were observation sheets and interviews. Document analysis will involve a review of the textbook content, including the organization of the material, use of case examples, interactive activities, and practice questions. Data from observations, interviews and document analysis were analyzed using a spiral model by identifying emerging patterns and findings. The spiral model is carried out in several stages: (1) identifying language units in textbooks that are able to stimulate student activity, (2) the identification data is grouped according to type and category, for example command words, (3) mapping the correlation between groups of verbal units, (4) interpret the correlation results between groups of verbal units, (5) draw conclusions.

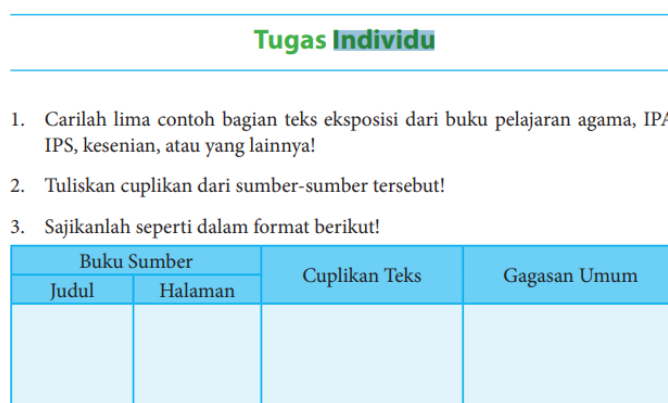
### 3. RESULT AND DISCUSSION

#### Result

Textbooks contain learning values as teaching guidelines for both teachers and students. Textbooks are divided into two parts, namely textbooks for teachers and for students. Textbooks for students contain the main points of knowledge taught to students, while textbooks for teachers contain the expected target outcomes of the lesson. Along with the development of technology and the flow of information, textbooks have also changed, namely the existence of electronic textbooks. The use of electronic textbooks is considered more favourable due to their high level of flexibility. Electronic textbooks can be accessed anywhere and anytime through various devices. The discussion on the potential of Indonesian language textbooks in stimulating Grade 8 students' learning activities will focus on two aspects, namely individual tasks and group presentations. The first part will analyse how the use of Indonesian language textbooks can affect individual student learning activities. This can be seen from every activity carried out by students in the learning process. Appropriate and quality textbooks have the potential to provide clear guidance, relevant material, and diverse exercises. In the context of individual tasks, textbooks can encourage students to be actively involved in learning, improve concept understanding, and train critical thinking skills. In addition, textbooks can also present interesting visual and audio stimuli, which can increase students' interest in learning Indonesian. The use of these stimuli will foster students' interest in the learning material presented in the textbook. The second part will discuss the use of Indonesian textbooks in the context of group presentations.

#### ***The Potential of Indonesian Language Textbooks in Stimulating Grade 8 Students' Learning Activities: An Individual Task***

Individual tasks can be an important factor in stimulating students' learning activities. In the Indonesian textbook for grade 8 students, there are several examples of individual tasks such as analysing poetry or short stories, making summaries of certain readings, and presenting the results of group discussions in writing or orally. In the context of grade 8, Indonesian textbooks can also increase students' interest in reading and writing. Textbooks that present interesting stories and literary texts can motivate students to engage in reading and writing activities. Thus, Indonesian language textbooks have great potential in stimulating grade 8 students' learning activities. The use of good textbooks can improve students' language, critical thinking and literacy skills. However, keep in mind that the role of teachers in supporting and facilitating the use of textbooks is also very important to achieve maximum results. Based on this description, it can be concluded that the individual tasks contained in the Indonesian language textbook for grade 8 students have great potential in stimulating students' learning activities. By doing these tasks, students will be more active and independent in the learning process, thus increasing their motivation and interest in the lessons. An example of an individual task contained in an Indonesian language book is presented in [Figure 1](#).



**Figure 1. Individual Tasks in Class VIII Indonesian Textbooks**

Individual tasks have great potential in stimulating student activity in learning. When students are given individual tasks, they are faced with the personal responsibility of completing the task. This encourages them to be more active and personally involved in the learning process. Students' activeness is related to their sensitivity in dealing with the learning environment and their enthusiasm in participating in learning, including completing individual assignments in the textbook. Through individual tasks, students have the opportunity to develop independent skills, such as problem solving, analysis, synthesis of information, and critical thinking. The development of these independent skills in Indonesian language textbooks can be transferred through the use of language contained in the textbook.

In performing individual tasks, students must gather information, conduct research, and organise their own ideas. This process requires active interaction with the subject matter, which can enhance their understanding. In addition, individual assignments also encourage students to take initiative and organise their own time, thus developing important time management skills. Individual assignments can also provide opportunities for students to explore their own interests and talents. These two things relate to their conditions when working on individual tasks contained in the textbook, in this case regarding the tasks and exercises they do. When students are given the freedom to choose topics or approaches to completing assignments, they can choose something that really interests them. This can arouse students' intrinsic motivation and curiosity, which in turn increases their engagement and activity in learning.

In addition, individual assignments can also allow students to take full responsibility for their own work. They become the owners of their work and have the opportunity to demonstrate their abilities independently. This gives students a sense of confidence and pride when they successfully complete the task well. The students' confidence is related to their ability to complete their work and later also related to the results or grades they get from their work. This positive outcome can be a trigger for more participation and engagement in future learning. Overall, individual assignments can be a powerful tool to stimulate student activity in learning. By giving students personal responsibility, individual assignments encourage them to actively engage, develop independent skills, motivate personal interest, and take responsibility for their own work. Active participation from students not only leads to the cognitive domain, but also leads to their development in emotional and social terms. In this way, individual assignments can enrich students' learning experience and increase their participation in the learning process.

***The Potential of Indonesian Textbooks in Stimulating Grade 8 Students' Learning Activities: A Group Presentation***

Group presentations are one of the activities that are often carried out in learning in grade 8 and Indonesian textbooks can be a great potential in stimulating student learning activities through these activities. Group presentations can improve student learning outcomes if done appropriately. This is based on the application of the STAD-based cooperative learning model which shows significance in improving student learning outcomes obtained through group presentations in the classroom. In the Indonesian textbook for grade 8 students, there are several examples of group presentation tasks such as presenting reviews of folklore or legends, comparing two novels or their film adaptations, and holding debates on contemporary social issues. Group presentation activities can bridge interactions between students and also provide opportunities for each individual to express their ideas more broadly. Furthermore, provides an understanding that the use of written media such as textbooks is very effective in improving students'

presentation skills. This is related to the use of textbooks in learning that are functioned by teachers as learning media in the classroom.

Based on this explanation, it can be concluded that group presentations in Indonesian textbooks for grade 8 students have great potential in stimulating students' learning activities. By doing these presentation activities, students will be more active and independent in the learning process, so as to improve their learning outcomes and ability to communicate effectively. This study focuses on the use of Indonesian language textbooks in improving group presentation skills of grade 8 students in junior high school. The results showed that well-constructed textbooks can provide clear guidance and relevant reference materials to improve the quality of student presentations. The benefits that can be taken from the use of textbooks are inseparable from every student activity that uses textbooks. Through textbooks, it is possible that the student learning process will be directed as one of the objectives of the textbook is to provide clear guidance in improving student learning outcomes. Through textbooks students are able to communicate the content contained in the book through presentation (verbal) or in writing.

Textbooks that provide examples of effective presentations and speaking techniques can assist students in developing their speaking skills in the context of group presentations. This relates to the use of Indonesian language textbooks that are intended to improve students' speaking skills through group presentations in the classroom. Based on these findings, it can be concluded that Indonesian language textbooks have the potential to stimulate Grade 8 students' learning activities in the context of group presentations. The use of appropriate textbooks can improve students' participation, understanding and presentation skills in the learning process. An example of a group presentation task contained in an Indonesian language book is presented in Figure 2.

**Kegiatan 1.8**

- A. 1. Bacalah sebuah berita dengan cermat!
- 2. Jelaskanlah arti penting atau manfaat yang kamu peroleh dengan membaca berita tersebut bersama kelompokmu!
- 3. Presentasikanlah hasil pekerjaan kelompokmu di depan kelompok lainnya!
- 4. Mintalah kelompok lain untuk memberikan tanggapan-tanggapan berdasarkan aspek-aspek berikut :
  - a. kelogisan pendapat yang kamu kemukakan; dan
  - b. kejelasan dalam penyampaian.

Kelompok	Tanggapan	
	Kelogisan	Kejelasan
1) ....		
2) ....		
3) ....		
dst.		

**Figure 2. Group Assignment in Indonesian Textbook Grade VIII**

Presentation assignments are one form of assignment that can greatly stimulate student activity. This activity can be in the form of two-way communication between students who present in front of their friends who listen to the presentation. When students are given the task of delivering a presentation, they must be actively involved in the preparation, research and organisation of the material they will present. This process requires in-depth analysis of the chosen topic, sourcing of relevant information, and critical thinking to construct a strong argument. As one of the purposes of making a presentation is to provide information to the listener as well as a touch that can be in the form of motivation to the listener, it is important to understand the purpose of the presentation. Based on these objectives, of course, preparation when making a presentation is important.

During presentation preparation, students will be involved in organising their material in a structured and logical manner. They have to select relevant information, identify key points, and summarise them in a way that is easily understood by the audience. This process involves deeper processing and understanding of the subject matter, which in turn can increase student engagement in the learning process. In addition, presentation tasks encourage students to hone their communication skills. When they have to deliver material in a clear and structured manner to an audience, students have to think of the best way to convey their message. This involves creative thinking in choosing words, the use of engaging visuals, and the proper organisation of sound and movement. Students must also learn to overcome stage anxiety and adapt to the feedback given by the audience, which overall improves their communication skills. Students

are said to carry out a learning activity in the classroom for example when they are proactive during the learning process, there is an increase in student skills because there has been interaction during the learning process.

Furthermore, the presentation task allows students to develop their confidence. Students' confidence will drop when they are asked to express their opinions and complete tasks while presenting in front of the class. In line with this statement, students lack confidence when making presentations. When students are given the opportunity to perform in front of the public, they feel a sense of responsibility and pride for a successful presentation. The existence of a direct appearance for students in front of the class, in this case a presentation, has a significant effect on the growth of their self-confidence because of their active involvement in presenting the results of their discussion. This can provide positive encouragement for students to be more actively involved in the learning process and increase their confidence in conveying opinions or ideas in front of others. During the presentation process, students also have the opportunity to learn from each other. As students watch their classmates' presentations, they may gain a new understanding of a particular topic or gain different insights. This kind of interaction stimulates critical thinking and collaborative learning between students, which in turn increases their activity and engagement in the learning process.

Overall, presentation tasks can be an effective tool to stimulate student activity in learning. Through structured preparation, communication skill development, confidence building and collaborative learning, students are actively engaged in learning and increase their participation in the learning process. Presentation assignments also provide opportunities for students to hone important skills that will be useful in their lives beyond the school environment. The important thing in group assignments is that there is collaboration between students in the group. The existence of group assignments or can be given the term collaborative projects, can foster their sense of togetherness to complete certain tasks in the group. The above example in the learning of news texts can help students in stimulating activities, namely in improving writing skills which shows that the use of news texts can improve students' writing skills in summarising the content of the news heard and can improve analytical skills in learning news texts, students can also learn to think analytically and try to solve their own problems faced and Improve reading skills: Reading news texts can help students improve reading skills and understand the text.

## Discussion

This research shows that Indonesian textbooks are essential in stimulating Grade 8 students' learning activities, individually and in groups. Textbooks that provide interesting reading materials assist students in developing presentation skills and improving their understanding of language. Using textbooks in group activities also improves students' communication and collaboration skills (Jaya et al., 2023; Menge, 2022; Yolanda & Armansyah, 2023). Thus, textbooks serve not only as a source of material but also as a tool to increase students' active engagement in learning. This research has several advantages. Specifically, by discussing individual tasks and group presentations, the potential of Indonesian language textbooks in increasing the learning activities of grade 8 students will be revealed. A learning process that emphasizes student learning activities will make the results obtained by students more meaningful and equip students with meaningful experiences. Textbooks are not only a source of material but also a tool that can motivate students, expand knowledge, and stimulate active involvement in the learning process (Haikal et al., 2023; Ramadani & Jayanti, 2023; Setia et al., 2023)

Such activities as a manifestation of the content provided in the textbook can increase motivation in reading and writing in students related to their literacy skills. Motivation that grows within students to learn mentally and emotionally can be achieved by providing content in textbooks that is interesting for students to learn the material comprehensively (Riska & Syukur, 2023; Setiani et al., 2023). Textbook content that is interesting and related to students' experiences can activate students' interest in learning, thus increasing students' participation and involvement in the learning process. The existence of learning interest in students will make it easier for them to focus their attention on learning materials delivered by the teacher. Furthermore, research on the effectiveness of textbook use on student learning outcomes provides an understanding that textbooks can improve student learning outcomes if done appropriately and effectively. Using textbooks that affect student learning outcomes will also indirectly improve the quality of education in educational units (Samoiri & Tapilaha, 2023; Sari et al., 2022; Suartini et al., 2020).

In the context of individual assignments, it states that individual assignments have great potential to stimulate students' active learning (Firza & Karima, 2023; Yulis et al., 2022). By giving students personal responsibility, individual assignments encourage active engagement, develop independent skills such as problem-solving and time management, and generate intrinsic motivation through the freedom to choose topics (Munawaroh, 2023; Primadhini, 2021). Individual assignments also increase students' self-confidence and responsibility for their work (Gisela et al., 2023; Yanti, 2019). Overall, individual

assignments impact not only the cognitive domain but also the students' emotional and social development, thus enriching their learning experience. In the context of group presentation tasks, it states that Presentation tasks can stimulate student activeness through their involvement in the preparation, research, and organization of materials. This process helps students hone their communication skills, critical thinking, and in-depth topic analysis. In addition to boosting self-confidence, presentations also encourage collaboration and peer learning. Thus, presentation tasks effectively increase student engagement, develop relevant skills, and stimulate collaborative learning activities in the classroom.

This study successfully identified the critical role of Indonesian textbooks in stimulating Grade 8 students' learning activities, individually and in groups. Using textbooks was shown to improve not only students' academic abilities but also their social skills. The results of this study contribute to developing more effective curricula and learning methods. A well-crafted textbook can be essential in improving students' active participation and learning outcomes. The findings of this study can be used as a basis for developing textbooks that are more interactive and relevant to students' needs. In addition, teachers are expected to maximize the use of textbooks as a practical learning resource to improve students' skills. This study has limitations in terms of the scope of the material discussed, which is only limited to grade VIII and Indonesian textbooks. Future research should explore using textbooks at different grade levels and in other subjects to gain a broader understanding. Researchers are also advised to examine further how textbooks can be integrated with technology to improve learning effectiveness.

#### 4. CONCLUSION

Individual assignments are an effective way to stimulate student activity in learning. By giving students personal responsibility, individual assignments encourage them to actively engage, develop independent skills, motivate personal interests and take responsibility for their own work. Individual assignments also allow students to develop time management skills and explore their own interests and talents. Group presentation tasks can also stimulate student activity. Through structured preparation, communication skill development, confidence building and collaborative learning, students are actively engaged in learning and increase their participation in the learning process. The presentation task also provides an opportunity for students to hone important skills that will be useful in their lives beyond the school environment. In addition, in the context of learning news texts, the use of news texts can help students improve their writing skills, analysis skills, and reading and comprehension skills. Overall, both individual tasks and group presentation tasks have great potential to stimulate students' activities in learning. Both provide opportunities for students to be actively involved, develop important skills, and increase their participation in the learning process.

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