

APPROVAL PAGE

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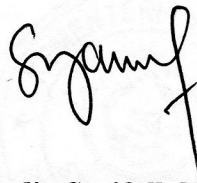
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ABSTRACT

Josi Noviani, Imada. *An Evaluation of Senior High School English Textbook from Perspectives of Teachers and Students*, Thesis, English Department, The Faculty of Education STAIN Kediri, 2016. Advisors: (1) H. Burhanudin Syaifulloh, M. Ed. (2) Erna Nur Kholida, M.Pd.

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Textbooks play a prominent role in the teaching and learning process and they are the primary agents of conveying the knowledge to the learners. Richards states that without textbooks, a program may have no impact. Seeing that the importance of textbook in the teaching and learning process, this study is intended to know the teachers' and the students' perspective on the Senior High School English textbook. Furthermore, this research also attempts to know differences between the teachers' and students' perspective on the Senior High School English textbook.

The research design of this study used quantitative study and used questionnaire as main instrument to collect data. The questionnaire consisted nine criteria namely content, physical appearance, exercises and activities, clarity of instruction, level of the textbook, vocabulary, grammar, pronunciation, and learning style differences. The data were to analysis through descriptive statistic in the form of mean scores. Besides, the samples of the study are 10 English teachers (5 females and 5 males) and 160 students of first and second grade in Senior High Schools in Kediri (95 females and 65 males).

The results revealed that between teachers' and students' have some different perspectives on the textbook. The teachers seemed satisfied with the textbook since among nine criteria, almost half (5) criteria has mean score = 3.5>, there are content, physical appearance, exercise and activities, clarity of instruction, and pronunciation. On the other hand, the students seemed fair with the textbook since among nine criteria almost half (8) criteria has mean score = 3.4<, there are content, exercise and activities, clarity of instruction, vocabulary, grammar, level, pronunciation and learning style differences. Thus, based on the findings of this study, the textbook designers can take into account the teachers' and students' perspectives when designing the new editions of these textbook.