

CHAPTER I

INTRODUCTION

This chapter presents: background of study, problem of the study, objectives of the study, the significances of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Instructional materials may take two forms: printed ones, such as textbook, workbook, teacher's guide, readers, etc.; and non-print ones, such as audiotapes, videotapes and computer-based materials. They are considered as key component in most TEFL programs, which is essential for both teachers and learners. Especially, textbooks are the mostly used teaching and learning materials for both teachers and the learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. On behalf of the learners, a textbook truly affects their attitudes and performance to the lesson throughout the course. It is a fact that when learners like their textbooks, they like the course as well and become active participants to the lesson. The textbook is an important source of input and a great opportunity for EFL learners to communicate in the target language, which is realized only in classroom settings in most public schools in Indonesia.

Since English teachers use 'textbooks' in their classrooms, they have the right to be involved in the process of evaluation in order to be provided with

the relevant textbook for the ¹ specific learner group. Their views on the usefulness and effectiveness of the textbooks are also worth scrutinizing their textbooks, so as to identify the weak and strong points in relation to their own teaching situation. This is required because selecting textbooks involves matching the material to the context where it is going to be used, and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners. Whereas as Grant claims the 'Perfect book does not exist'¹, yet the aim is to be to find out the best possible one that will fit and be appropriate to a particular learner group.

So that Sheldon suggests that textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in EFL classrooms². Cunningsworth suggest that potential, which textbooks have, in serving several additional roles in ELT curriculum³, is an advantage. He argues that textbooks are an effective resource for self directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain

¹ M. Grant, *Making the Most of Your Textbook* (London: Longman, 1987), 8.

² L. Sheldon, "Evaluating ELT Textbooks and Materials". *ELT Journal*, (1988), Vol 42 (2).

³ A. Cunningsworth, *Choosing Your Coursebook*. Oxford: Heinemann (Publishers Ltd, 1995), p.7.

confidence. In addition to that, Hycroft states that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them⁴.

Textbooks play a prominent role in the teaching/learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way. Hutchinson and Torres argues that the textbook has a very important and a positive part to play in teaching and learning of English⁵. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, they will always survive on the grounds that they meet certain needs.

Regarding the multiple roles of textbooks in ELT, Cunningsworth identifies a textbook as a resource in presenting the material, a source for learners to practice and do the activities⁶. They also provide the learners with a reference source on grammar, vocabulary and pronunciation. What is more, textbooks serve as a syllabus and a self-study source for learners. They also serve as a support for the beginning teachers who have yet to gain in confidence. Thus, it can be said that the fundamental role of textbooks is to be at the service of teachers and learners but not their boss.

⁴ J. Hycroft, *An Introduction To English Language Teaching*. (Longman, 1998) p.10.

⁵ T. Hutchinson, E. Torres, "The Textbook as Agent of Chang", *ELT Journal*, (1994), Vol.48 (4).

⁶ A. Cunningsworth, *Choosing Your Coursebook*. Oxford: Heinemann (Publishers Ltd, 1995), p.8.

Richards states that without textbooks, a program may have no impact, therefore, they provide structure and a syllabus⁷. Besides, the use of a textbook in a program can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Moreover, they include a variety of learning resources such as workbooks, CDs and cassettes, videos, etc., which makes the learning environment interesting and enjoyable for the learners.

While there are many theorists, as mentioned before, that point out the extensive benefits of using EFL textbooks, there are many other researchers and practitioners who do not necessarily accept this view and retain some well found reservations on the subject. Allwright suggests that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors⁸. They have demonstrated that many scripted textbook language models and dialogues are unnatural and inappropriate for communicative or cooperative language teaching because they do not adequately prepare students for the different types of pronunciation (Brazil et al., & Levis cited in Litz)⁹, language structures, grammar, idioms, vocabulary and conversational rules, routines and strategies

⁷ JC.Richards, *The Role Of text Books In a Language Program*. (Cambridge University Press, 2001) p.15.

⁸ R. Allwright, "What Do We Want Teaching Materials For?" *ELT Journal*, (1982), vol. 36(1):5-13.

⁹ DRA Litz," Textbook Evaluation And ELT Management:A South Korean Case Study", 2005. Thesis. Retrieved on July, 10, 2016 from http://www.asian-efl-journal.com/Litz_thesis.pdf.

that they will have to use in the real-world (Cathcart, & Yule et al., cited in Litz)¹⁰.

Rea-Dickins and Germainestate that “evaluation is an intrinsic part of teaching and learning”¹¹. Evaluation plays a key role in education and it is important for the teacher since it can provide valuable information for the future going of classroom practice, the planning of courses and management of learning tasks by students. Finally, evaluation is essential for the use of instructional materials such as textbooks.

Cunningsworth suggests that we should ensure that “careful selection is made, and that the materials selected closely reflect the needs of the learners and the aims, methods and values of the teaching program”¹². One other reason for textbook evaluation is that it can be very useful in teachers’ development and professional growth. Ellis suggests that textbook evaluation helps teachers go beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook material¹³.

If one accepts the value of textbooks in ELT, then it must surely be with the qualification that they are of an acceptable level of quality, usefulness, and appropriateness for the context and people with whom they are being used.

¹⁰ Ibid.,

¹¹ PP. Rea- Dicckens, K. Germaine, *Evaluation In Canadlin and Widdowson (ed.)*, (Oxford University Press, 1994) p.4.

¹² A. Cunningsworth, *Choosing Your Coursebook.Oxford:Heinemann* (Publishers Ltd, 1995), p.7.

¹³ R. Ellis, “The Empirical Evaluation of Language Teaching Materials”, *ELT Journal*, (1997), Vol. 51(1), p.36-42.

Finally, textbook evaluations should include criteria that pertain to representation of cultural and gender components in addition to the extent to which the linguistic items, subjects, content, and topics match up to students' personalities, backgrounds, needs, and interests as well as those of the teacher and/or institution.

Based on the previous study carried on by B.Sabzalipour & M. Koosha, *The Evaluation of Iranian High School English Textbook from the Prospective of Teachers*, the result of the research reveals that the teachers seemed happy with the textbooks and had positive attitudes towards the textbooks. Moreover, M.Hanafiyeh & M. Koosha also has done the research about *Evaluation of the EFL Textbook "FOUR CORNERS" from the Perspectives of Students* and the result of the research reveals that students felt positive about the most of characteristic of the textbook. They found the textbook effective in terms of coverage of four language skills. Here, this research examines about *"An Evaluation of Senior High School English Textbook from the Perspectives of Teachers and Students"*. The researcher attempts to do this study, because according to the previous study, the previous researcher only took from one perspective, teacher or student. So here the researcher will compare both the teachers and students perspectives. Furthermore, the researcher wants to know the perspectives between teachers and students on Senior High School English textbook. Besides, the researcher wants to know whether there are any differences between teachers and students perspectives about Senior High School English textbook. Besides,

the reasons why the researcher chooses Senior High School English textbook because the textbook prepared by the government for the implementation of new Curriculum 2013, publisher by Ministry of Education and Culture and also the textbook provides the standards in instruction which has a positive part to play in teaching and learning of English. Therefore, to make the learning English environment interesting and enjoyable for the learners, the researcher wants to know what perspectives between teachers and students about English textbook of Senior High School when they used the English textbook are and what the criteria that support Senior High School English textbook are.

Based on the background of the study above, the researcher intends to conduct a descriptive - quantitative research about “AN EVALUATION OF SENIOR HIGH SCHOOL ENGLISH TEXTBOOK FROM THE PERSPECTIVES OF TEACHERS AND STUDENTS”.

B. Problems of the Study

Based on the background of the study above, the researcher states problems of the study, those are:

1. What are the teachers perspectives on the Senior High School English textbook?
2. What are the students perspectives on the Senior High School English textbook?

3. Are there any differences between the teachers and the students perspectives on the Senior High School English textbook?

C. Objectives of the Study

1. To describe the teachers perspectives on the Senior High School English textbook.
2. To describe the students perspectives on the Senior High School English textbook.
3. To describe differences between the teachers and the students perspectives on the Senior High School English textbook.

D. Significances of the Study

The results of this study about “*An Evaluation of Senior High School English Textbook from the Perspectives of Teachers and Students*” are perspectives between teachers and students on Senior High School English textbook which evaluated based on nine criteria, there are (1) content, (2) physical appearance, (3) exercise and activities, (4) clarity of instruction, (5) level of the textbook, (6) vocabulary, (7) grammar, (8) pronunciation, and (9) learning style differences. Hopefully this research can give many advantages for the teacher, the students and the reader.

1. The teacher

For the teachers, the researcher hopes textbook evaluation not only helps teachers to develop themselves but also helps them to gain

very good and useful insights into the nature of the material. In addition, as points out materials evaluation not only serves the immediate practical aim of choosing teaching materials but also plays a critical role in developing teachers' awareness in a number of ways, providing teachers to analyze their own presuppositions about the nature of language and learning, forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation.

2. The student

For students, the researcher hope that the students are not only passive in working on the materials given, but they are also active in evaluation the material they have earned. In addition, they are sufficiently motivated to learn English and see as a subject matter that must be passed and understand its importance as a means of communication with which they can adapt to new improvements in technology and other sciences.

3. The next researcher

For the next researcher, this study can be used as useful information of conducting research about the textbook evaluation. It will be useful when someday they will conduct a similar research. So, they can use this research as their reference.

E. Scope and Limitation of the Study

In conducting the research, the scope and limitation are set up in order to specify the study. The scope of the study is related to the teachers and students perspectives on Senior High School English textbook in Senior High School at Kediri. Furthermore, the limitation of the study just emphasizes on the teachers and students perspectives on Senior High School English textbook based on nine criteria, there are (1) content, (2) physical appearance, (3) exercise and activities, (4) clarity of instruction, (5) level of the textbook, (6) vocabulary, (7) grammar, (8) pronunciation, and (9) learning style differences.

F. Definition of Key Terms

To make it clear for the readers to comprehend the topic discussed in this study and to avoid the confusion on the similar terms, it is needed to define key terms used in this study, they are:

1. Senior High School English Textbook

Senior High School English Textbook for first grade is student book who prepared the government for the implementation of Curriculum 2013, publisher by Ministry of Education and Culture. The textbook is compiled and analyzed by various parties under the coordination of the Ministry of Education and Culture, and is used in the early stages of the implementation of Curriculum 2013. The textbook is a "living document" that is constantly improved, updated, and updated in accordance with the dynamic needs and changing times.

2. Perspective

Perspective is the way that one looks at something. Likewise, in the Dictionary of Psychology, perspective is defined as “The process of knowing objects and objective events by means of the senses.”¹⁴ In this study, perspective refers to teachers’ and students’ perspective on Senior High School English textbook.

3. Textbook Evaluation

Textbook evaluation in here is textbook which evaluated based on nine criteria, there are (1) content, (2) physical appearance, (3) exercise and activities, (4) clarity of instruction, (5) level of the textbook, (6) vocabulary, (7) grammar, (8) pronunciation, and (9) learning style differences. In addition, textbook evaluation can be very useful in teacher development and professional growth. Ellis suggest that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insight into the overall nature of textbook material.¹⁵

4. EFL Teacher

EFL Teacher are the subjects that learn English and teach the students. They are not only serves the immediate practical aim of choosing teaching materials but also plays a critical role in developing teachers’ awareness in a number of ways, providing teachers to analyze their own presuppositions about the nature of language and learning,

¹⁴ J Chaplin, Dictionary of Psychology, (New York: Dell Publishing CO, 1981), 376.

¹⁵ R. Ellis, “The empirical evaluation of language teaching materials”, *ELT Journal* (1997), Vol. 51(1), 36-42.

forcing teachers to set their prerequisites and helping them to see materials as an essential part of the whole teaching/ learning situation.

5. EFL Student

EFL Student are the subjects that learn English they are also active in evaluation the material they have earned. In addition, they sufficiently motivated to learn English and see as a subject matter that must be passed and understand its importance as a means of communication with which they can adapt to new improvements in technology and other science.