CHAPTER I

INTRODUCTION

A. Background of the Study

English language can be introduced to the students on elementary schools. Learning English is better given to students when they were in elementary school. Learning English may not be so noticeable benefits when the child is still in elementary school, but it will be very useful for the future of the child, to proceed to the next education level because the child is getting supplies at elementary school.

In presenting the learning English materials, the teachers need supporting material to facilitate the delivery of material to the students. So that students can easily understand the material that was submitted by the teacher. Many things can help teachers in presenting the material when teaching learning process. Tomlinson (1998:xi) states that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

The most obvious and most common form of material for language instruction comes through textbook. Buckingham (1985) in Tarigan (1993:12) argues that textbook is a book which usually used by teachers to support the teaching learning process in school and university. Textbook
are too inflexible to be used directly as instructional material. Allwright (1999) in Fauziati (2010:207) argues that materials should motivate students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

Textbooks are for students. Textbooks should not only contain the language skills required by the curriculum but also should match the needs of students. So the book could be really useful for students. To know the material is good or not good in textbooks, evaluation can be useful for identifying the quality of textbooks. Evaluation is the collection of, analysis and interpretation of information about any aspect of a programmed of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have. According to Fauziati (2010:209) the evaluation and selection of textbooks is a complex process.

Based on the reason above, the researcher is interested in analyzing the English textbook entitled Active English 5 for the Fifth Grade Elementary School. The researcher will analyze and compare the good materials design based on Rajan’s Theory so it will be known the compatibility of the English textbook entitled Active English 5 for Elementary School with the level of students’ or learners’ need.

The researcher is interested to choose the evaluation of the English textbook entitled Active English 5 for the Fifth Grade Elementary School.
The researcher is interested in evaluating the materials of English textbook entitled *Active English 5* for the Fifth Grade Elementary School which is useful for teacher and students. Based on the reason, the writer decides to do a research and writes a research paper entitled **THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED *ACTIVE ENGLISH 5* FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL BASED ON RAJAN’S THEORY.**

**B. Limitation of the Study**

In this research, the researcher only limits on The Evaluation of English Textbook Entitled *Active English 5* for the Fifth Grade of Elementary School Based on Rajan’s Theory.

**C. Problem Statement**

Based the phenomena mentioned on the background of this study, the writer formulates the following problem.

Are the materials in English Textbook Entitled *Active English 5* compatible with good material design suggested by Rajan’s Theory?

**D. Objective of the Study**

Based on the problems above, the objective of the study is describing the compatibility of material in English Textbook entitled *Active English 5* with the good materials design by Rajan’s Criteria.
E. **Benefit of the Study**

From this research, the writer hopes that this study has the benefits that are divided into theoretical and practical benefits. They are as follows.

1. **Theoretical Benefit**
   a. **For Student**
      
      The writer hopes this result of the study can enrich the students’ knowledge about the good material design of English textbook.
   
   b. **For Teacher**
      
      The result of the research hopefully can be useful input for the teacher to select the good materials used in teaching learning process.

2. **Practical Benefit**
   a. **Publisher**
      
      The publisher can make better design of English Textbook Active English 5 for the fifth grade Elementary School.
   
   b. **Other Researcher**
      
      This research hopefully will be useful for the other researchers who are interested in research using the same theory.

F. **Research Paper Organization**

The writer organizes the research paper in order to make easier to understand. The writer divides this research paper into five chapters.
Chapter I is introduction. It consist of background of the study, limitation of this study is the researcher only limits on The Evaluation of English Textbook Entitled *Active English 5* for the Fifth Grade of Elementary School Based on Rajan Theory, for the research problem the writer formulates the following problem: Are the materials in English Textbook Entitled *Active English 5* compatible with good material design suggested by Rajan Theory?, the objective of the study is describing the compatibility of material in English Textbook entitled “Active English 5” with the good materials design by Rajan Criteria, benefit of the study, and research paper organization.

Chapter II is review of related literature which deals with previous study: The first research was conducted by Qodri (*UMS*, 2009) Another research is conducted by Sutriman (*UMS*, 2012), notion of textbook: textbook is a book which contains educational materials that can help teachers and students in teaching and learning processes, function of textbook: textbook has some useful functions to support the teachers in teaching and learning processes, good textbook design: Greene and Petty (1971:545-8) in Tarigan (1986:20-21) explain the criteria of good textbook, and rajan’s material design: The criteria of good materials design based on Rajan (2003:iv) like the MAGIC.

Chapter III is research method that presents type of the research: the writer uses descriptive research, object of the research: The object of the study is compatibility the materials of English Textbook Entitled *Active
English 5 for the fifth grade of Elementary School with the criteria of Good Material Design by Rajan’s Theory, data and data source, method of collecting data: the writer uses document as the method of collecting the data in this research, and technique for analysis data.

Chapter IV is research finding and discussion. This chapter deals with the analysis of the compatibility of materials in English textbook entitled Active English 5 with the good material design by Rajan Criteria. The criteria of good materials proposed by Rajan are as follow: motivating, meaningful, authentic, appropriate, graphic, graded, interesting, interactive, integrated, contextual, and creative.

Chapter V is conclusion and suggestion, the writer gives some suggestions to the person who has relation with this research: 1) For the elementary English teacher 2) For the author of English Textbook, 3) For the next researcher.