

CHAPTER I

INTRODUCTION

A. Background of the Study

The foreign language instruction has five important components. There are students, a teacher, materials, teaching methods, and evaluation. Fauziati (2010:178) states that teachers try to do their work better. They have good interest in their students and this drives them to a constant search for more motivating activities, more efficient teaching methods, and better designed materials for their classes.

Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do. (<http://iteslj.org/Articles/Kitao-Materials.html>). The materials are good and suitable with the level of students. They can help them to understand English well.

Thomlinson (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 whiteboard: anything that presents about the language being learned. The materials can be presented in various forms, so they can interest the students to learn the language.

Materials include textbooks, video and audio tapes, computer software, and visual aids. Content English textbooks should be useful, meaningful and interesting for the students. While no single subject will be of interest to all students, materials should be chosen based, in part, on what students in general, are likely to find interesting and motivating. A textbook must have some tasks. According to Candlin (1987: 2) in Nunan (1989: 47) the tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback.

The most general form of material for language instruction comes through textbook, but we have to be selective in choosing textbooks. Skierso (1999) in Fauziati (2010:209) states that the pinpoint has three main aspects to consider in selecting textbooks, namely: the language, cultural information, and the content. Textbooks are for students. To meet their needs, the textbooks must not contain language skills demanded by the curriculum but it also must fit the needs of the students. Byrd (2002:417) in Fauziati (2010:210) provides some questions as checklists to select textbook which fit the student's needs which include content, examples, exercises/tasks, and presentation/format.

Richards (1995:8) states that with such an array of commercial textbooks and other kinds of instructional materials to choose from teacher and other people who are responsible for choosing materials need to be able to make informed judgments about textbooks and teaching materials. Evaluation however can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation

perfectly. However the same book in different situation may turn out to be quite unsuitable. According to Fauziati (2010:209) the evaluation or selection of textbooks is a complex process.

In this study, the researcher is interested in analyzing the English textbook entitled *Headline English 1 for the Seventh Year of Junior High School*. The researcher wants to analyze and compare the good materials design based on Rajan's criteria with the materials in the English textbook. According to Rajan (2003:iv), the criteria of good materials have to work like MAGIC because it can be motivation for learner to learn.

The researcher chooses the evaluation of textbook entitled *Headline English 1 for the Seventh Year of Junior High School*, because the researcher is interested in evaluating and identifying the good or not good the materials design of English textbook. Based on the reason, the writer did a research entitled **THE EVALUATION OF TEXTBOOK ENTITLED "HEADLINE ENGLISH 1" FOR THE SEVENTH YEAR OF JUNIOR HIGH SCHOOL**.

B. Problem Statement

Based on the research background, the writer formulates the following problem statements:

1. Are the materials in English textbook entitled *Headline English 1* for the Seventh Year of Junior High School compatible with the good materials design suggested by Rajan?

2. Does the materials design facilitate students for developing the competencies?

C. Limitation of the Study

In this study, the researcher only limits on the evaluation of textbook entitled *Headline English 1* for the Seventh Year of Junior High School.

D. Objective of the Study

Based on the problems above, the objectives of the study aims to answer the problem are as follows:

1. To describe the compatibility of materials design in English textbooks entitled *Headline English 1* for the Seventh Year of Junior High School with the criteria of good materials design by Rajan.
2. To describe whether the materials design facilitates the students in developing the competencies.

E. Significance of the Study

The researcher expects that this research can give significance both theoretical and practical benefit:

1. Theoretical Significance
 - a. For the Students

Students will get a new knowledge about the good material of English textbook.

b. For the Teachers

Teachers can select the good materials which will be used to teach their students.

2. Practical Significance

a. For the Publisher

The publisher of English textbook entitled *Headline English 1* for the Seventh Year of Junior High School will make to English textbook better.

b. For the other Researcher

Other researcher will get an idea to do research which uses same criteria of good materials design.

F. Research Paper Organization

This research paper is divided into five chapters as follows:

Chapter I is introduction consisting of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. Review of related literature deals with previous study, theoretical review consisting of notion of textbook, function of textbook, evaluation theory, good materials design, and Rajan's theory of materials design, and theoretical framework.

Chapter III is research method. It presents type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding is elaborated into the compatibility of good materials design of English textbook with indicators of good materials design suggested by Rajan.

Chapter V is conclusion and suggestion.