

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

There are many components which influence English teaching-learning process, namely teachers, learners, materials, and media. Of those factors, teacher is the dominant factor who determines the success of achieving the teaching goals. In teaching, the teacher manages the materials and controls the circumstances of the class. Media can help teachers make the teaching-learning process easy.

In teaching-learning process, the teacher uses the materials. They can be anything that is useful for studying. Materials are anything used to assist students in language learning. They can be in the form of textbook, workbook, cassette, CD-Rom, video, photocopied handout, newspaper, paragraph written on the whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998:xiii).

One of the most important components which can be used to support the teaching is the textbook which provides a clear framework that teachers and learners know where they are going and what is coming next, so that there is a sense of structure and progress. Ur (2006:184) states that:

“a book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopied papers or computer software, are likely to be more expensive relative to the amount of material provided.”

Ruddick (2014:11) also states that the textbook is one of the most prevalent educational tools used in the classroom.

Teachers must be selective of the textbook they use. The quality of textbook influences the quality of teaching-learning process. If it is good, the students can get many advantages from it and vice versa. So the selection of good textbook is very important in teaching-learning process.

Junior High School is the step before the students are in Senior High School and in the university. There they get basic knowledge after becoming young learners. They increase their knowledge such as tenses, genres etc. The teacher should teach the students based on the curriculum and use the appropriate materials. The duty of teachers is to make students study and to make students understand materials well. If the students understand materials well, they can use them both as oral and written English well.

There are many kinds of the English textbooks for Junior High School students. The researcher chooses “*Let’s Talk*” as the English textbook for Junior High School students to analyze and to know if it is good based on Rajan’s theory. From some theories, Rajan’s theory consists of comprehensive aspects. According to Rajan:

“Good materials don’t teach but they can motivate learners to learn. Your materials will work like magic if they are: motivating and meaningful, authentic and appropriate, graphic and graded, interesting, interactive and integrated, contextualized and creative.”

From those criteria, the researcher will analyze a textbook, whether the materials are motivating and meaningful, authentic and appropriate, graphic and

graded, interesting, interactive and integrated, contextualized and creative, so the materials in the textbook are good based on Rajan's theory.

The researcher chooses the textbook entitled "*Let's Talk*" because the researcher is interested in analyzing this textbook whether good or not based on Rajan's theory. The researcher is interested because the book is appropriate with syllabus and used in some Junior High School as handbook.

### **B. Limitation of the Study**

In this research, the writer focuses on analyzing "*Let's Talk*" English textbook based on Rajan's theory. The writer has limited the analysis in the textbook based on Rajan's theory. According to Rajan:

"Good materials don't teach but they can motivate learners to learn. Your materials will work like magic if they are: motivating and meaningful, authentic and appropriate, graphic and graded, interesting, interactive and integrated, contextualized and creative."

. In analyzing the data, the writer describes how the materials are designed on "*Let's Talk*" textbook based on Rajan's theory and describes what kind of Rajan's theory found in the textbook. The writer will focus on all aspects of criteria of Rajan's theory.

### **C. Problem Statement**

The researcher formulates problems statements, as follows:

1. How is the content of "*Let's Talk*" English textbook based on Rajan's theory?
2. Are the materials in "*Let's Talk*" English textbook are good based on Rajan's theory?

#### **D. Objective of the Study**

Based on the problem statements above, the objectives of the study are as follows:

1. Describing the content of “*Let’s Talk*” English Textbook based on Rajan’s theory.
2. Describing whether the materials in “*Let’s Talk*” English textbook are good seen from Rajan’s theory.

#### **E. Significance of the Study**

The writer hopes the result of this research can give more significance both theoretically and practically.

##### **1. Theoretical Significance**

- a. This research can give some information about textbook.
- b. The result of the research enriches knowledge in analyzing the materials on the textbook.
- c. This research gives contribution in teaching-learning process especially to choose a good material on the textbook.
- d. This research is useful as the reference for those who want to conduct research about analyzing textbook.

##### **2. Practical Significance**

- a. For the students, the writer hopes the result of the research can be adapted about the materials which provided in the textbook and can be useful for the future.

- b. For the teachers, the result of the research can be reference to choose the materials to teach and can be reference to select good materials.
- c. For the lecturers, the result of the research can help them transfer the knowledge to their student especially about materials on the textbook.
- d. For the researchers, the writer hopes the result of the research can be useful in some condition and can be motivation to enrich some learning about materials in the textbook to the teaching-learning process.

#### **F. Research Paper Organization**

The organization of this research paper consists of five chapters as follows:

Chapter I is introduction. This chapter concerns with background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter deals with previous studies and theoretical review. Theoretical review consists of theory of materials design, textbook, textbooks evaluation and Rajan's theory.

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

Chapter IV is research finding and discussion. It is analysis of "*Let's Talk*" English textbook based on Rajan's theory.

Chapter V is conclusion, implication, and suggestion.