

## **CHAPTER I**

### **INTRODUCTION**

This chapter, divided into six parts, (1) Background of the study, (2) Limitation of the study, (3) Research questions, (4) Objectives of the study, (4) Benefits of the study and (5) Research paper organization.

#### **1.1 Background of The Study**

Since usage of English as an international language is increasing in all aspects of communication among people worldwide, it has become necessary for people to learn it as foreign language in order to be able to communicate with people from other countries. Various countries which first language is other than English like Iran, is aware of such necessity, thus English language course books are taught in schools among various grades. One of the important tools employed in the process of teaching and learning English is textbooks. Textbooks are crucial aspects of language teaching and learning and teacher are regarded as the most vital element in the second/ foreign language classroom (Riazi, 2003).

According to Sheldon (1988, p. 237), whether we like it or not, textbooks "represent for both students and teachers the visible heart of any ELT program" (p. 237). Moreover, Hutchinson and Torres (1994, p. 317) generally think of textbooks as "providers of input into classroom lessons in the form of texts, activities, explanations, and so on". In addition, materials should elevate learners' interest and attention so that it could affect their English language learning as a foreign language (Tomlinson, 2001). Regarding English teaching and learning materials, specifically textbooks, Tomlinson (2001) states that the students can learn more if the textbooks they use consist of lots of white space and different activities. According to him, such activities can develop learners' confidence by engaging them in using the target language. Hence,

the importance of the role of textbooks in teaching and learning process is clear and definite; from both teachers' and students' perspectives. Such as, a part of the materials used in the language classroom, the textbook can determine the quality of learning-teaching procedure. Therefore, particular attention must be paid to evaluate such materials based on the validity and reliability instruments.

Without any doubt textbooks play a crucial part in teaching English as a foreign language in formal education context, where the main source of interaction between teachers and students is textbooks. Moreover, evaluation is an important aspect of any kind teaching and learning activity. According to Zohrabi (2011), material evaluation should be the top priority of any curriculum. Generally speaking, since no textbook can be perfect, textbook evaluation is very important to clarify the suitability of the sources and find the best one (Gholami, Nikou & Soultanpour, 2012). In addition to these, because textbook evaluation involves production, assessment, and adaption of materials, it is necessary for teachers to regularly execute evaluation processes that guarantee the pedagogical contribution of the books to both learning and teaching procedure and also become sure of their suitability for not only the context, but also the learners who use them (Azizifar, 2009).

Moreover, English proficiency will be an invaluable value in the global world of business environments so that students become progressive and competitive in the world market. It is necessary for them to be properly trained in skills, with the right tools. It is a proper English textbook.

Textbook is not the 1st contact for student to know foreign language, because nowadays there are other media which can facilitate it. The evaluation of a textbook seems like a tedious task. Since the relatively new English Textbook is being used by junior high school students, it is important that it passes strict examinations such as physical appearance, design and illustration, objectives, content, flexibility, teaching skills, teaching methods, practice and testing. This is the only way for parents, teachers and students to be sure of good and reliable learning. Those reasons, motivate researcher to evaluate

English textbooks. The Importance of this choice is that this textbook has recently been published and its evaluation will be an urgent need and important meaning. Evaluations can provide a reference to the subsequent revision and improvement of certain aspects of this fundamental textbook and related material as well. Another reason behind the choice is that this book is building blocks for major English education and this reason is not fully accurate and strong. It can be debated easily.

Based on the phenomena above, this study is conducted. This study entitled **AN EVALUATION OF TEXTBOOK “*ENGLISH IN FOCUS*” USED BY EIGHT GRADE OF STUDENTS IN SMP MUHAMMADIYAH 4 SURAKARTA.**

## **1.2 Limitation of The Study**

This study focuses on the analysis of English textbooks represented in *Bahasa Inggris “English in Focus”* used in teaching and learning process of Eight grade at SMP Muhammadiyah 4 Surakarta located at Jl. Ahmad Yani Tempurejo RT.05 RW.11, Sumber, Banjasari, Surakarta 57138.

## **1.3 Research Questions**

There are some fundamental questions that have to be answered by the research:

1. What is the view of the researcher’s concerning the quality of “*English in Focus*” textbook according to Greene & Petty’s criteria?
2. What is the view of teacher at SMP Muhammadiyah 4 Surakarta concerning the quality of “*English in Focus*” according to Greene & Petty’s criteria of good English textbook?
3. What is the view of students at SMP Muhammadiyah 4 Surakarta concerning the quality of “*English in Focus*” according to Greene & Petty’s criteria of good English textbook?

### 1.4 Objectives of The Study

After knowing the research questions, the objectives of research are :

1. To describe the researcher's view concerning the quality of "*English in Focus*" textbook according to Greene & Petty's criteria.
2. To describe the view of teacher at SMP Muhammadiyah 4 Surakarta concerning the quality of "*English in Focus*" according to Greene & Petty's criteria of good English textbook.
3. To describe the view of students at SMP Muhammadiyah 4 Surakarta concerning the quality of "*English in Focus*" according to Greene & Petty's criteria of good English textbook.

### 1.5 Significance of The Study

The researcher really hopes that this study will contribute positively for language teaching and learning as follows:

1. Theoretical Significance
  - a. As reference material
  - b. As a tool for students during the learning process
  - c. Provide structures that facilitate learning
  - d. Facilitate the teacher in delivering learning materials
  - e. As a tool of education in implementing the curriculum
  - f. Become, a teachers' grip in determining teaching methods
2. Practical Significance
  - a. It is hoped that this research will be useful for the reader, and make this research as a source of the importance of textbooks for teachers and students.

### 1.6 Research Paper Organization

The researcher divides the research paper into five chapters

Chapter 1 is introduction; the content of this chapter includes background of study, limitation of the study, research questions, objectives of the study, benefits of the study, and research paper organization.

Chapter 2 is dealing with review of related literature. It discusses the underlying theory, the previous studies n some of the related theories before and introduction to textbook.

Chapter 3 is research method. It deals with research method covering the type of the research, setting time and place, subject of the study, object of the study, data and source of the data, methods of collecting data, techniques for analyzing data, and trustworthiness.

Chapter 4 is finding and discussion about the quality of textbook entitled "*English in Focus*" used by Eight grade students at SMP Muhammadiyah 4 Surakarta.

Chapter 5 is the last chapter; it contains conclusion, pedagogical implication, and suggestion.