

CHAPTER I

INTRODUCTION

1.1 Background of the Research

There are a lot of resources implemented in teaching and learning process. One of the resources that support and assist English teaching and learning is a textbook. Textbooks are greatly significant for learning and teaching productive and receptive skills. Textbooks are highly important, they play a significant role in shaping teachers', students' and families' views of school subjects (Ravitch, 2003). That statement means textbooks support teachers to succeed teaching process and achieve their teaching goals. They help students to achieve their learning needs, and evolve their English skills, such as listening, speaking, reading, and writing. Not only assisting teachers and students, but also textbooks support families in assisting their children to accomplish their tasks and exploring what their children learn at school. Many teachers who are not experienced and do not comprehend how to contrive teaching instrumentations such as syllabus, lesson plan, methods, and materials. The existence of textbooks bolsters and aid them to contrive those

instrumentations. Thereupon, some English teachers usually apply textbooks as the main resource to be taught before applying other resources.

Cunningsworth (1995) stated that effectiveness of a textbook in arranging aims and goals, preparing teaching materials become a good consideration before deciding to use textbook in the classroom (cited in Amrina, 2018). It means teachers must deliberate the aims before applying the textbooks to students and purvey materials to be taught before it is given to students. English teachers should be able to adjust the textbooks with the current curriculum. Textbooks must be able to motivate students, have right quality, and comprise authentic and non-authentic materials. Those will make students successful in learning and accomplishing their tasks. Textbooks that are not appealing and compatible to the criteria of good English textbooks can make teachers and students hard to attain their needs and objectives in teaching and learning.

Additionally, there are a lot of publishers which supply English textbooks to support and assist teachers and students in teaching and learning activities. Textbooks must comply with the criteria formulated by the latest curriculum and several experts. However, sometimes some of them are not appropriate with the standard of curriculum and textbook evaluation criteria yet (Amrina, 2018). It means not all the supplied textbooks are corresponding to current curriculum, students' needs, and have good quality. Despite some textbooks look appealing, that does not mean they are right. A good English textbook is corresponding with the criteria that have been organized by the government and some education experts. So it is significant for English teachers to select and evaluate carefully

before applying English textbooks based on the criteria of the government and some education experts.

Riddell (2003) proposed five criteria of good textbooks. First, textbooks should be written by experienced teachers. Second, they should be appropriate to the students' level. Third, textbooks should be appealing and well laid-out. Fourth, they should contain thought provoking issues to challenge the students. Finally, they should have varied and balanced language works, skill work, pronunciation, etc. it means that textbooks should be appealing and organized-well, it can be from cover, preface, standards and core competencies, scope of learning, and learning pages. Textbooks should encompass hot materials that challenge students to be critical and should diverge in materials, and exercises in pronunciation and vocabulary. This must also be coordinate for exercises and skills such as reading, writing, listening, and speaking. In several English courses, it is a must for teachers and students to utilize textbooks as the first teaching and learning media, for it will assist teachers and students if there is no media prepared in teaching and learning activity. Besides, English textbook help students to be familiar with foreigners' culture, language, and daily activity. They will also comprehend how foreigners think about some issues and problem.

There are several kinds of research which are similar to this topic research. The first previous research is from a journal by Syale (2018). The title is "Content Analysis on The English Textbook Entitled *Bahasa Inggris SMA/MA Kelas X*". This journal focuses on finding out whether *Bahasa Inggris* textbook for Grade X fulfilled each criterion of textbook evaluation criteria based on Jahangard's theory. This textbook is published by *Pusat Kurikulum dan Perbukuan, Balitbang,*

Kemendikbud. The applied design was descriptive qualitative design. The result of this research revealed that only five of fourteen sub-criteria which did not fulfill the criteria of a good textbook and the rest nine of sub-criteria fulfilled these criteria.

The second previous research is from a journal by Arba'ati (2015). The title is "An Analysis on English Textbook Entitled *Bahasa Inggris* "When English Rings A bell" For the eight students of junior high school based on The 2013 Curriculum". This textbook was published by the ministry of education and culture of Indonesia. This journal focuses on analyzing a textbook whether it is relevant or not to the 2013 curriculum, especially a textbook for eight students of Junior High School entitled based on basic competence of the 2013 curriculum. The applied design was descriptive and qualitative. The result of this study revealed that not all themes and materials in every chapter in English textbook "When English Rings A Bell" for The Eight Student of Junior High School are appropriate with the basic competence of the 2013 curriculum.

The third previous research is from a journal by Rynanta and Ruslan (2013). The title is "Content Analysis on The English Textbook Entitled "English in Mind Starter (Student's Book)". This book is published by Cambridge University Press. This journal focuses on analyzing the English textbook "English in Mind Starter (Student's Book)" published by Cambridge University Press based on EFL textbook criteria proposed by Sheldon (1988), Board of National Standard Education of Indonesia (2006), and Harmer (2007). The applied design is descriptive qualitative. The result of this research showed the overall fulfillment of the textbook entitled "English in Mind Starter (Student's Book)" toward the eight

factors of consideration reached 79.86%. It means that the textbook was categorized as good.

1.2 Statement of Problem

This research is proposed to investigate how the two English textbooks entitled "*Challenges Students' book 2 and Challenges Workbook 2*" in level of teens Step Up at ILP fulfill the criteria of a good textbook based on Litz' theory.

1.3 Objective of the Study

This research is to represent whether the English textbook entitled for "*Challenges Students' book 2 and Challenges Workbook 2*" in level of teens Step Up at ILP occupy the criteria of a good textbook.

1.4 Scope and Limitation

This study focuses on the appropriateness of the English textbook entitled "*Challenges Students' book 2 and Challenges Workbook 2*" in level of teens Step Up at ILP based on the criteria of a good textbook formulated by Litz (2005). The checklist instrument by Litz is used to analyze data.

1.5 Research Methodology

Research methodology implicates four aspects to discuss, namely the method of research, the data, the method of data collection and the data analysis.

1.5.1 Method

This study utilizes descriptive qualitative design. This study applies qualitative design because this study does not involve measurements and numbers. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places (Crossman, 2019).

1.5.2 Data Source

The data for this research uses English Textbook entitled “*Challenges Students’ book 2 and Challenges Workbook 2*” in level of teens Step Up at ILP and obtained from the interview of three teachers of teens Step Up level in ILP. This textbook is used by teens Step Up level at ILP (International Language Program). The textbook was published by Pearson Longman.

1.5.3 Data

The data in this study are two English textbooks entitled “*Challenges Students’ book 2 and Challenges Workbook 2*” in level of teens Step Up at ILP Veteran. *Challenges Students’ book 2* consists of 10 chapters and *Challenges Workbook 2* consist of 8 chapters.

1.5.4 Data Collection

1. Preparing English textbook “*Challenges Students’ book 2 and Challenges Workbook 2*” and a checklist instrument that is formulated by Litz (2005).
2. Checking whether the textbooks is appropriate to the criteria of a good textbook which is formulated by Litz (2005) or not.
3. Asking three English teachers of teens Step Up level in ILP to complete the checklist instrument whether the textbooks is appropriate to the criteria of a good textbook which is formulated by Litz (2005) or not. The interviews are conducted directly and zoom application.
4. Interviewing three English teachers of teens Step Up level in ILP after completing a checklist of criteria of a good textbook by Litz (2005).

1.5.5 Data Analysis Procedure

After collecting the data, the researcher analyzes the data. There are some steps in analyzing the data:

1. Analyzing seven criteria of a good textbook in the English textbooks entitled “*Challenges Students’ book 2 and Challenges Workbook 2*” in level of teens Step Up at ILP which is adapted by Litz (2005). There are seven criteria formulated by him. Those are practical consideration, layout and design, activities, skills, language type, subject and content, and conclusion.

2. Drawing conclusion

1.6 The Organization of Writing

This research consists of four chapters. Chapter one is the introduction that gives information about the background of the research, the statement of the problem, the research objectives, the scope of limitation and the research methodology. Chapter two is a theoretical framework that consists of theories that support the data. Chapter three is analysis and discussion. Chapter four is the conclusion.