

Chapter 1

Introduction

Background of the Study

Coursebook has an important role in English language teaching. It provides teachers with ready - made materials and tasks. It also offers teachers the syllabus to follow and also some guidance in using the coursebook. Harmer (2001) stated that a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links are offered in good coursebooks (p.304). Moreover, coursebook also offers teachers with some suggestions or optional activities that can be used by teachers in various classes. Furthermore, coursebooks serve as one of the tools to measure students' achievement in learning the target language. Because of these facts, coursebooks help teachers in achieving the goal of English language teaching such as to help the students to be able to develop their target language proficiency.

In relation with the roles of coursebooks in English language teaching, it is necessary to evaluate coursebooks. Coursebook evaluation then is required to help teachers understand whether materials included in a coursebook are

suitable for learning process or not. In other words, by evaluating coursebooks teachers can select the right coursebook for the school or course.

This study evaluated two English coursebooks those were *English in Mind 1* and *When English Rings a Bell Revised Edition 2017*. *English in Mind 1* is an English coursebook published by Cambridge University Press. This coursebook is used in some schools in Sidoarjo one of them is SMPIT Insan Kamil Sidoarjo while *When English Rings a Bell Revised Edition 2017* is an English coursebook published by the Ministry of Education and Culture in Indonesia. This coursebook is used in a large number of public junior high schools in Sidoarjo. This book is mostly used in teacher training or workshop of curriculum 2013 for the junior high school English teachers.

It was reported that before using *English in Mind 1*, a certain coursebook had been used in SMPIT Insan Kamil Sidoarjo. The teachers in school did not have any other choice to use a particular book in class as it was decided by the school. After using the book for some time the teachers found out that the book was considered as too difficult and less interesting for the students. Then with the recommendation of the teachers, the school decided to use *English in Mind 1*. However, during

the use *English in Mind 1*, the government published an English coursebook that was *When English Rings a Bell Revised Edition 2017*.

Due to the facts above, the teachers have to find out the strengths and the weaknesses of the coursebooks. The teachers need to find out whether or not the two coursebooks meet the standard of a good coursebook. Therefore, evaluation of coursebooks is required. Yet, no study has been done to evaluate *English in Mind 1* and *When English Rings a Bell Revised Edition 2017*.

For those reasons, the researcher evaluated the two coursebooks. The materials were evaluated based on coursebook evaluation checklist in terms of content, content organization, topics, skills, vocabulary, grammar, teacher's book, work book and CD- ROM.

Research Questions

This study aimed to answer the following question:

Are English in Mind 1 and *When English Rings a Bell Revised Edition 2017* meet the standard of a good coursebook?

- a. in terms of its content
- b. in terms of its content organization
- c. in terms of its topic

- d. in terms of skills covered in it
- e. in terms of its vocabulary
- f. in terms of its grammar
- g. in terms of its teacher's book
- h. in terms of its workbook
- i. in terms of its CD-ROM

The Objectives of the Study

This study is aimed to:

Find out whether *English in Mind 1* and *When English Rings a Bell Revised Edition 2017* meet the standard of a good coursebook.

- a. in terms of its content
- b. in terms of its content organization
- c. in terms of its topic
- d. in terms of language skills covered in it
- e. in terms of its vocabulary
- f. in terms of its grammar
- g. in terms of its teacher's book
- h. in terms of its workbook
- i. in terms of its CD-ROM

Theoretical Framework

Selecting the best coursebook. This study is based on a theory of “Selecting the best coursebook” by Cunningsworth (1995) which posits that a good coursebook is the one which has the best fits to the learning or teaching context and the requirements that have to be met. That’s why it’s significant to prioritize the criteria which are going to be used in evaluating a coursebook. The criteria must be closely relevant with the learning or teaching context in which the materials will be used.

The Significance of the Study

The result of this study which explain whether the English coursebooks have met the standard of a good coursebook can be used by teachers to evaluate whether the English coursebook they use in their school has met the standard of a good coursebook or not.

Next, the government is undergoing through a series of improvement in developing the education in Indonesia. Teaching English as a foreign language is a part of it. The coursebook published by the government which has an important role in teaching and learning process, is also being changed to answer the demands of the learners. As every new book needs to be validated, it has to be validated by the users in

order to provide the feedback to the government. In this way, it is expected that this study will contribute to the improvement of the English coursebook as one of component in teaching English as a foreign language.

The Scope and Limitation

This study examined two coursebooks. One of the coursebooks is published by Cambridge University Press named *English in Mind 1*. Another coursebook is published by Ministry of Education and Culture in Indonesia entitled *When English Rings a Bell revised edition 2017*. Next, this study tried to find out whether *English in Mind 1* and *When English Rings a Bell revised edition 2017* meet the standard of a good coursebook in terms of its content, content organization, topic, skills covered in it, vocabulary, grammar, teacher's book, workbook, and in terms of its CD-ROM.

Due to the limited time, this study only evaluated the two coursebooks which are used by the seventh graders of junior high school students. This study did not evaluate the coursebook for the other levels such as the eighth and the ninth graders.

Definition of Key Terms

Coursebook. Coursebook is a resource which is used as one of tools to achieve the teaching objectives that have been determined based on students' needs (Cunningsworth, 1995: 7).

Coursebook Evaluation. Coursebook Evaluation is a summative judgement of materials to identify the strengths and weaknesses of a certain coursebook. (Cunningsworth, 1995: 14).

Macro Evaluation of Materials. Macro Evaluation of Materials is the assessment of the overall effectiveness of the materials. It provides feedback about the external overview of how materials have been organized (Ellis, 1997).

Organization of the Study

Chapter 1 of this study is used to develop the framework of the study in evaluating the coursebooks. In addition, the research questions which guided this study have been presented. Also addressed were the objectives, scope and limitations, and the significant of this study.

Chapter 2 contains a review of theories concept in coursebook evaluation. It also contains the discussion of the result from the findings of the previous studies. In this part, this chapter presents a critical, analytical summary and synthesis of

the current knowledge of a topic. Finally, it compares and relates different theories and findings to point out any gaps in previous studies.

Chapter 3 is dedicated to detailing the research methods utilized in the study. It includes the detail information about the participants and the instruments used in this study. It also provides some information about data collection technique and data analysing technique.

Chapter 4 describes the findings based on data obtained from the participants by means of the instruments. Next, it presents the result and the finding based on the related research questions. They are grouped under the titles of the categories from the questionnaire.

Chapter 5 presents the summary of the discussion and also the suggestions for further research.