

**AN EVALUATION OF ENGLISH TEACHING MATERIALS FOR
THE STUDENTS OF THE ECONOMICS FACULTY OF
WIDYA MANDALA UNIVERSITY SURABAYA**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching**



By :

LIDIA MARIA YULINAWATI

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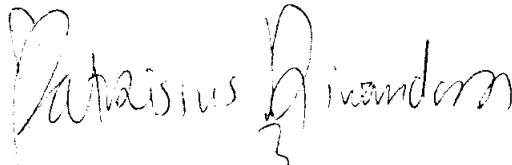
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JURUSAN PENDIDIKAN BAHASA DAN SENI
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APPROVAL SHEET

(1)

This thesis, entitled Evaluating English Teaching Materials for the Students of the Economics Faculty of Widaya Mandala University Surabaya, prepared and submitted by Lidia Maria Yulinawati, has been approved for thesis examination by the following advisor:

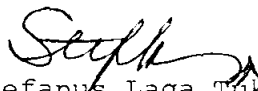


DR. Patrisius Djiwandono
Advisor

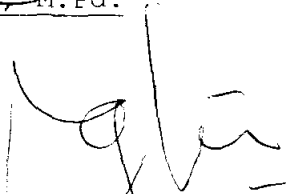
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(2)

This thesis has been examined by the committee on Oral Examination with a grade of _____ on 7 May 1999.

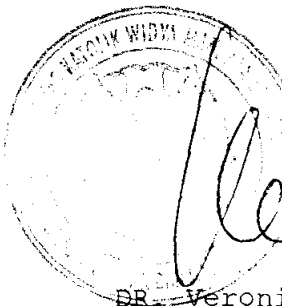

Drs. Stefanus Laga Tukan, M.Pd.
Chairman


Drs. I. Harjanto, M.Pd.
Member

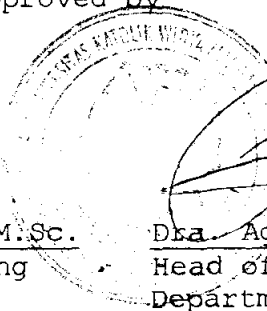

Rosalina Nugraheni W.P, S.Pd.
Member


Dr. Patrisius Djiwandono
Member

Approved by



Dr. Veronica L. Diptoadi, M.Sc.
Dean of the Teacher Training
Faculty



Dra. Agnes Santi W. M.Pd.
Head of the English
Department

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The writer

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ABSTRACT

Yulinawati, Lidia Maria. 1999. An Evaluation of English Teaching Materials for the Students of the Economics Faculty of Widya Mandala University Surabaya. Thesis. Program Pendidikan Bahasa dan Seni. Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widaya Mandala Surabaya. Advisor: Dr. Patrisius Istiarto Djiwandono.

Key words: Evaluating, material.

This study is aimed at answering two research problems. The first purpose is to find the needs of the students taking English course in the Economics Faculty. Secondly, to evaluate the existing materials on the basis of their compatibility with the learners' needs.

In order to answer the two research problems, the writer used two research designs. First, the writer used survey to collect the data on the students' needs. Second, she used content analysis to analyze the teaching materials. The instrument used to collect the data is questionnaire. In this study, the writer does not only act as data collector but also as the instrument of the study for the writer has to interpret the data by using her skill and competence.

In evaluating the existing English teaching materials for the students of the Economics Faculty, the writer worked through six stages. First, the writer divided the criteria based on the criteria suggested by Hutchinson and Waters (1987:99-104). They include audience, aims, content, and methodology; however, as stated above that one of the objectives of this study is to identify the needs of the students whose academic year is 1998/1999 of the Economics Faculty, the writer analyzed both target situation and learning needs. Since the criteria suggested by Hutchinson and Waters only include the learning needs, the writer added one point of criteria that is target situation. Second, she stated the results of the questionnaire in percentages, and used them as the basis for subjective analysis. Third, she analyzed the existing English teaching materials for the students of the Economics Faculty based on the defining criteria, and used the result as the basis for objective analysis. Fourth, she matched

the present materials with the ideas stated by the respondents in the questionnaires. Fifth, she gave points to the degree of matching between the two analyses, and stated the reason why they were given certain point. From those points, she judged whether the materials match the students' needs or not.

After conducting all the steps above, the writer found that the only aspect that got a score of 3 is audience. There are two aspects that got a score of 2: topic and exercises. There are nine aspects that got a score of 1: objective, text version, English skill, English component, the number of the items of the exercises, the sequence of the units in the book, the sequence within a unit, teaching-learning techniques, and context. There are three aspects got a score of 0: expectation, text-type, and medium. From the finding, the writer concluded that the teaching material partly meet the students' needs as 60% of the aspects being evaluated got a score of 1.

The writer found that the teaching material does not match the students' expectation. The writer suggested that the teacher should explain to the students clearly at the first time of the English lesson that the objective of the course is: the students are able to read English textbooks that are related to their major, so that they can improve their study.

Moreover, the writer also suggested that the reading units should be exploited. In this case the writer proposed giving background information to the students. Besides that, the reading passages can be exploited by including reading comprehension questions in the material.

Concerning the text version, it is better to have both authentic and simplified texts. However, for the simplified texts it is better if the texts are simplified according to interactional structure proposed by King (1987) as it maintains the same level of syntactic and lexical complexity as the native speaker text, and, hence allows faster acquisitional opportunities to a learner of a target grammar.