

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. It covered several things such as; research background, research questions, research purposes, research limitation, significance of the research and definition of the key terms also included at the end of the chapter.

1.1 Research Background

Materials is a guide in teaching and learning process. The role of learning materials cannot be separated because learning material act as the instruction of all activities in the class. Besides, teaching materials should have advantages for both teachers and students while using it. As in teaching and learning English, where the material focuses on building the communication skills by using the language.

Incompatibility in materials selection often occur in teaching, especially teaching English as foreign language in Higher Education because higher Education has various kind of fields. For example, research from Petrus (2012), which is about the instructional materials used in teaching English course at the University level, is still insufficient to provide the students with knowledge related to their study program. Some instructional materials that taught seemed to aim at developing one language skill (reading) and one language aspect (grammar) and the students asked to search by their own selves about materials that related to their study program. The coordinator of the course could only provide coursebooks related to the students' common cores, such as natural and social science (Petrus, 2012).

However, Rossner (1988) in Petrus (2012) stated that, materials should provide new information on how language works at a formal level, provide focused practice in manipulating language forms and in practicing sub-skills, provide comprehensible input, grammatical and communicative consciousness-raising on the part of learners, provide opportunities for simulating and rehearsing communicative situations to be encountered outside the language classroom, for testing and self-assessment, and for increasing motivation and interest in learning. Moreover, A good teaching materials should represent the perspective of language characteristics and learning (Septiyana, 2019).

The people who have responsibility on creating or locating the suitable material to provide an ideal learning process are the teachers. Evan and John (1998) stated that, a competent English as a Foreign Language (EFL) or English as a Second Language (ESL) educator may or may not be a good materials developer, but all language educators must be able to evaluate, select, and adapt appropriate materials. In this case, English teachers must know in advance what scope they are taught so that teachers can select the material that is appropriate to the department they are taught and in accordance with the Curriculum that is applied at the university or department.

To fix the lack of attention in material used, an evaluation is needed. Evaluating the materials is considered crucial in preparing English Language Teaching (ELT) materials, especially in higher Education. It considered important because if the material is not enough to paid the personal concerns and interests of the learners and their needs, foreign language learners have low motivation; as a

result, their performance in English in their future jobs decreases (Salehi & Khadivar, 2015). Tomlinson & Masuhara (2018) also stated that, an evaluation of language learning materials should be attempted as predictor measure which range of the following effects are relevant to the context of learning in which the materials are being used or not.

Material evaluation has been widely carried out in various fields in higher Education such as polytechnics, universities, institutes and community academies. Such as Istiqomah & Maimunah (2020) evaluated textbook as English materials in teaching Islamic Education Department. The analysis was done in qualitative way based on the Cunningsworth's and Miekley's checklists for textbook evaluation. The research results based on Istiqomah & Maimunah (2020) showed that the materials in the textbook met the criteria fairly as it contained materials with specialized language in Islam. Several chapters of the book discuss topics on Islam that matched the program's aims and learners' needs. Even the materials matched with the aims and learners' needs, there are several things need to be reconsidered while arranged the materials. It is become one of the examples of advantages in materials evaluation.

There are many other material evaluations which carried out in other domains on Higher Education, as in Health for example. Makhubele et al, (2022) evaluate the materials (textbook) in teaching English for Medical Science students. The results represented that the materials (textbook) did not represent all the students' needs and curriculum for ESP in Medical Science. The good points are the materials fulfilled the good criteria of materials from Mukundan in terms of methodology,

physical and utilitarian attributes, its outlay, general elements, academic writing and languages. Makhubele et al. (2022) stated that those materials would be more relevant to students who are at their postgraduate level or doing research for the first time because the book is only for general English.

Another research is from Hidayati (2018) which evaluated English materials for medical records students. The materials were evaluated based on students' needs. The results revealed that the existing materials needs some improvement in terms of specific topics/issues, texts and vocabularies related to the medical contexts because those were highly required. Therefore, the lecturer should consider change the materials into ESP materials as having relevancy with the students' discipline. From the explanations above, it can be seen many evaluations were carried in English materials at health context, but for the health promotion is still limited.

Based on SK. MENRISTEKDIKTI No. 412/KPT/1/2019 about the Permit to open Health Promotion Applied Undergraduate Study Program at Polytechnics of Health in Jambi Province, the Health Promotion Department was formed exactly on May, 20th 2019. It can be seen that the Health Promotion department is classified as a new department in Polytechnics of Health at Jambi Province. In preliminary interview, Head Study Program of Health Promotion stated English is introduced to the students to prepare the students to compete in a globalization era where many occupations demand applicants to speak or at least understand English. Therefore, the materials should be evaluated to see whether the material used by the lecturer can have positive impacts on the results of learning English in Health Promotion,

whether is it in accordance with the objectives of the department and what should be considered in arrange the materials for the next teaching period.

Teaching or learning materials must be designed and written with principles because the teachers will use them to assist and support the learning process. The availability of materials is a serious challenge if this left unchecked, the learners themselves will increasingly underestimate the result in courses being because of the lack of seriousness of teaching, which can lead to low motivation to learn because learners do not understand the utility of these materials for them both in college and outside of college/work (Septiana, 2019).

It can be understood that the teaching materials greatly determine the success of the learning process because in teaching, the material functions as a guidance of what should be taught, realizing what kind of goals must be achieved, what sequence must be done first, even the density and duration of teaching must also be appropriate with the material presented. In essence, the material is closely related to other aspects of learning and cannot be separated. To support that, the teaching materials must have several criteria as an important component in learning. In this case, Tomlinson (2003) said that, the evaluators which evaluate the material and determine whether the material is appropriate can develop their own criteria which take into account the context of their evaluation and the belief. However, many expert proposed criteria related to ELT materials. Such: Sheldon (1988), Grant (1987), Cunningsworth (1995), Jahangard (2007), McDonough (2013) and Tomlinson & Masuhara (2018). All of them have their own criteria to judge the materials in teaching English based on the context and needs.

Teaching materials also interpret as any material arranged systematically, allowing students to learn independently and designed according to the applicable Curriculum. Therefore, the researcher interested to evaluate the English materials used by the lecturer to see whether the materials fulfill the students' needs and some good criteria of ELT materials. Moreover, evaluation is needed so the students can learn English effectively from this era and to improve future teaching practices in Health Promotion. This phenomenon made the researcher interested in evaluating the materials in Health Promotion Department at Polytechnics of Health in Jambi Province. Therefore, the researcher entitled the research as *"EVALUATING THE MATERIALS USED FOR TEACHING ENGLISH: A CASE STUDY IN A HIGHER EDUCATION"*.

1.2 Research Question

Based on the background above, the researcher formulates the problems into following research question: *"How are the materials for teaching English in a Higher Education in Jambi?"*.

1.3 Research Purpose

Based on the research question above, this research aims to evaluate materials for teaching English in a Higher Education at Polytechnics of Health in Jambi. It also to find out to what extent the materials meets the criteria adapted.

1.4 Limitation of the Research

The limitation of this research is the materials used by the lecturer to teach English at Health Promotion in Polytechnics of Health in Jambi. It focuses on the materials taught in the Health Promotion Department in the first semester of academic 2022-2023. However, the researcher limits the number of aspects used in evaluating the materials since materials evaluation is a complex matter, for there are many variables which influence failure or success of the materials while in use (Cunningsworth, 1995). So, there researcher considered four aspects to be evaluated in this research namely aims, language content, skills, and topic which will be explained in second chapter.

1.5 Research Significance

The researcher expects that the result of this research gives a beneficial contribution for the researcher herself, material developers, English lecturers and stakeholders.

1. For the researcher, this research hopefully could increase the researcher's knowledge and skill in evaluating teaching learning materials.
2. For materials developers, the result of this research can be the consideration in developing English materials for Health Promotion Students
3. For English lecturers, the results of the research could provide detailed explanation on the how English materials provided for the students.

1.6 Definition of Key Terms

The researcher defined key terms in this research to avoid misinterpretation of the discussed topic. Below are the key terms:

- 1. Teaching English:** Teaching is the process of showing or helping other people to learn how to do something by giving them instructions, guided in the study of something, and providing them with knowledge, making them know and understand (Brown, 2000). Teaching English here means helping other people learn, understand and provide them with knowledge related to the English language.
- 2. Materials Evaluation:** Material evaluation is a judging procedure of teaching material based on numerous criteria that the evaluator chose. Cunningsworth (1995) stated that material evaluation is a judging procedure which would be conducted based on the views of any part to conduct it.
- 3. Learning Materials:** Materials can be considered as a tool to provide the learner with the target language to achieve communicative purposes (Harsono, 2015). There are so many kinds of learning materials for teaching English. In this research, learning materials refers to anything which taught to the students in Learning English.