Chapter One

Introduction

This chapter discusses the introduction of the research. Here, the researcher presents the reason why the researcher is interested in choosing this topic which is stated in the background of the research. It also includes identification of the problem, limitation of the problem, research questions, purposes of the research,and significances of the research. Those parts are presented as follows.

Background of the Research

Each school uses textbooks as media in a teaching and learning process. Textbooks play important role in teaching and learning process. According to Hutchinson and Torres (1994), intextbooks, there are texts, activities, and explanation that can give input for classroom lesson. Through textbooks, a teacher can explain the material clearly to students.People can call those textbooks as teacher's assistant in the classroom. Besides, teachers also can develop their teaching method through English textbooks. Textbooks play crucial role in learning language, because it provides almost the whole aspects of English language teaching through the material served (Diniah, 2013).

Furthermore, textbooks provide a lot of information for teachers and students. Textbooks are used as guidance to know what students are going to learn in every subject. Then, students can have discussion related to the content of textbooks. According to Rynanta and Ruslan (2013) there are several factors of good EFL textbooks that have to be considered namely language appropriateness and cultural aspects.Furthermore, teachers have to make sure that the contents of

English textbooks are appropriate for students, which means that the textbook does not consist of rude language and racism. Besides, reading textbooks is strongly related to reading comprehension skill. In order to understand the content of textbooks, students should have a good reading comprehension skill.

However, in using textbooks as media of learning especially in learning language, students might face several difficulties in understanding textbooks. This condition occurs because of some reasons. According to Karim and Hasan (2007), students spent long time to read article, journal, academic books, and website because of the obligation of doing assignment, instead of their pleasure. It means that students have lack of motivation to read academic books such as English textbooks. They only read the academic books because they are asked to read by teachers, and it is not because they want to read. It is supported by Clarke, Truelove, Hulme, and Snowling (2014) one of the possible difficulties is motivation to read. Besides, the other problem discovered is vocabulary knowledge. According to Gunning (2002), in reading English texts, the major problems are limited knowledge of vocabulary and sentence structure.If students do not understand the meaning and the content of the text, they will not be able to comprehend the content of the book well.

Similar with the case above, this condition also happens in English Education Department (EED) students of Universitas Muhammadiyah Yogyakarta (UMY). In thisschool, students have to read many resources especially English textbooks in order to get some references and language exposures for their learning process. Some teachers use textbook as the literature in their classroom. However, students struggle to comprehend English textbooks even they have a lot

of experience in using English textbooks. Based on the researcher's experience, students' interest in reading textbooks depends on the level of vocabulary used in the textbooks. Those various level of vocabulary used might lead several problems in understanding English textbooks. Hence, the researcher is interested to investigate the problems that might occur when the students of EED of UMYread English textbooks. Besides, the researcher wants to see the strategies used by EED of UMY students in understanding English textbooks.

Identification of the Problem

According to background of the research above, some lecturers of EED of UMY use English textbooks in the classroom. EED students need to read some books that have been given by the lecturer as their literature for learning process. Students read English textbooks as the guidance of what they are going to learn in the classroom.

First, the materials are used by junior students.The materials include Fundamental English Grammar in Capita Selecta on Grammar course, Reading Power in Basic Reading and Writing course, and Listening and Speaking for Academic Purposes in Listening and Speaking for Academic course.

Second, the materials are used by sophomore students. The materials involve Second Language Learning and Language Teaching in Second Language Acquisition course, Entrepreneur Mind in Entrepreneurship course, Issues in Language Teaching in Issues in Language Teaching course, and The Practice of English Language Teaching in Teaching English as Foreign Language course.

Third, the materials are used by senior students such as Curriculum Development in Curriculum Design course, Designing Language Course: A Guide

for Teachers in Curriculum Design course, TOEFL and A small Place in International Language Testing course, and in research methodology course uses several textbooks such as 'Qualitative Research and Case Study Applications in Education','Research Methods in Education', 'Educational Research: Planning, Conducting, Evaluating, Qualitative Research Methodology', and 'Elementary Statistics: A Step by Step Approach'.

During the learning process, students need to read those English textbooks. Each English textbook has different level of vocabulary used for a learning process. Therefore, the differences might lead to students' difficulties in comprehending English textbooks. As researcher experienced, the problems faced by EED of UMY students deal with the textbooks such as vocabulary knowledge, sentence structure, and lack of motivation to read. Therefore, this research focuses on investigating the difficulties and the strategies faced by EED of UMY students in understanding English textbooks.

Limitation of the Problem

Based on the identification of the problem above, the researcher will focus on the materials used by senior students. The researcher focuses on the materials used by senior students because they receive more English textbooks than the other students do. The more materials that students read, the more potential difficulties that they face in understanding English textbooks. Furthermore, senior students already have a lot of experience in using English textbooks. It means that they have had trouble and have implemented the strategies in order to understand English textbooks.

Research Questions

This research has several questions which include:

1. What are the difficulties faced by the EED of UMY students in understanding English textbooks?

2. What are the strategies used by theEED of UMY studentsto solve the difficulties in understanding English textbooks?

Purposes of the Research

This research has purposes which could be formulated as follows:

1. To find out kind of difficulties faced by the EED of UMY students in understanding English textbooks.

2. To find out the strategies used by the EED of UMY students to solve the difficulties in understanding English textbooks.

Significances of the Research

This study is dedicated to give some advantages for the researcher, the students, and the lecturers.

For the researcher. This research can be beneficial for the researcher herself. Through this research, the researcher obtains experiences and information about the difficulties in using textbooksand the strategies used in reading textbooks. Thus, the information can be used as teaching strategy in the researcher's future as a candidate of English teacher.

For the students. This study is beneficial for students to know the strategies used when they face the difficulties in understanding English textbooks.Additionally, through this research, students are expected to apply the

strategies in reading textbooks in order to improve their language proficiency especially in reading skill.

For the teachers. This study is beneficial for teachers to know the difficulties faced by the students in comprehendingEnglish textbooks. Then the teachers can help students in solving their problem. Besides, though the result of this study, the teachers hopefully to be wise in choosing the books which are suitable for students.

For the other researchers. The result of this study is also hopefully beneficial for other reaserchers. This research can give some information for other researchers who concern in investigating students' difficulties in understanding English textbooks. Thus, the other researchers know the condition of the students in understanding English textbooks which later can be compared with other students in other setting. The other researcher can use the finding of this research as the theoretical or reference in conducting the future research.