

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Intensive English book is a textbook for English Enrichment Program compiled by Language Development Center (LDC) Universitas Muhammadiyah Purwokerto. There are 6 books from the level of starter, elementary, pre-intermediate, intermediate, upper-intermediate, and advance. These books are used to guide non-English Department students to learn English. Besides that, they are also used to help the teachers as the teaching guide in their classroom. As stated by Hutchinson and Torres (1994) in Diniah (2013:185), textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. That is why having English text book in learning English is important to support English learning.

The Intensive English books are designed based on Common European Framework of Reference (CEFR), with the levels from starter to advance level. Every level relates to each other in order to make the students easy to learn the material step by step.

All books have its core competence in every unit and it is categorized by basic competence. The competence is issued to design the materials and tasks. Therefore, the level of difficulty of each book is surely different from each other. Starter as the first level of the CEFR is the basic level, while advance has the most

complicated material. It is related to the capability of the students. The highest level will get advance and the lowest one will get starter.

The four skills of English are provided in the books. It can be seen that the two skills presented in the book are well-ordered from receptive to the productive skills or from reading and listening to speaking and writing. It is fair enough because the students get the receptive skill first then they try to learn the grammar based on the theme. After that, they will have good productive skill after having enough material.

The objective of each lesson is based on the framework of CEFR. Each book will have different objectives based on its level. The objectives is based on the theme relates to their life and this will be beneficial for students since they will learn many more various theme and materials. So they will have more vocabularies and knowledge of English.

In receptive skills, especially in listening part of the textbook provides some texts about the transcripts of the conversation in the audio, such as some audio and its text. In the tasks, the students should complete the speaker says, answer some questions and write what speaker says in the tasks. The tasks make students understand what speaker says by doing the tasks. However, the audio is might be not clearly enough for the students in that level, some audio might be difficult to understand, some audio contain some difficult tasks that make the students hard to do.

The context of reading in the book is very contextually designed. It can be seen in the text of "The Right Job for You". It shows the students how to look for

job that is suitable in their future. Therefore this information will be very beneficial for them and it can add their knowledge about looking for job. Besides, the book also provides new vocabularies; it makes the students increase their vocabularies. However; several units do not give the new vocabularies to the students and they provide difficult text so they did not know the text well. They should open dictionary to know the meaning of difficult words that have not given in the list of difficult word.

Beside receptive skills, these books provide some exercises to produce productive skills. Such as writing and speaking. In writing part, the students should write paragraph based on the theme and the material given before. The instructions make them understand what they should do; however, some of the assignments area bit difficult because the students should write in a long sentence. For those students with lower competence, the book will be very difficult because the students only know English vocabulary in the class and they did not major in English, so they will get confused to write in long sentences.

The speaking activities are also provided in this book with a different situation based on the topic of discussion. This speaking activity can help the students to communicate with others in English. However, some situations and the instruction in speaking activity cannot be easily understood by the students, especially for those who are in a lower level. Thus, sometimes the students could not be able to do the speaking activity.

Due to strength and weaknesses, the book will give a different perception to the students. The students who think that the book is good and easy to learn

will feel happy and get motivation to learn. In contrast, the students who think it is not good and difficult to learn will be not happy with the book and reluctant to use the book.

Therefore, this research is intended to find out the students' perception of intensive English book. Since there is still no research investigating the students' perception toward this book in Universitas Muhammadiyah Purwokerto.

### **B. The Reasons of Choosing the Topic**

There are some reasons of choosing the topic, i.e:

#### **1. Textbook**

As we know, textbook is necessary in learning process especially learning English. It should be well arranged for the students and easy to understand, including material, book's design, content, exercise and the other things. That is why it is needed a research to know how is the students' perception toward the arrangement of Intensive English book.

#### **2. Students' perception**

The students' perception toward this book is a need for the teachers to find out the students' interest in learning English through this book.

### **C. The Problem of Research**

The problem of this research is "What is the students' perception toward Intensive English book of English Enrichment Program of UMP?"

#### **D. The Aim of Research**

The major objective of this study is to find out the students' perception toward intensive English book of English Enrichment Program of UMP.

#### **E. Contribution of Study**

Researcher wishes to give important contribution in learning process. The following are some contributions:

1. For the author of Intensive English book

The result of this research gives the information about the students on the strength and weaknesses of the book. Thus, it will be beneficial for the author to improve the quality of the book.

2. For the instructor of LDC

The instructor can know the students' perception towards Intensive English book in order to know students point of view of this book.

3. For the reader

This research can be the reference to make further research

#### **F. Limitation of Study**

This research aimed at finding out the students' perception of Intensive English book. However, this research limited only to the third semester students of Teacher Training and education faculty due to the large number of students in Universitas Muhammadiyah Purwokerto. 8 departments of the faculty will be included in this research, namely Geography Education,

History Education, Civic Education, PBSI, Mathematic Education, Biology Education, PGSD, PAUD.

### **G. Classification of Terms**

#### 1. Perception

Ahen (2009:7) stated that perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception. Perception comes when the students face the real thing around them and it will form an impression about someone or something.

#### 2. Textbook

Oald(2000:1238) in Bojanic (2016:2) stated that a textbook is defined as a book that teach a particular subject and that is used especially in schools and colleges.