

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to background of the study, problem statement, purpose of the study, significance of the study, scope and limitation and definition of key term.

1.1 Background of the Study

Textbook is a book for study about a subject used by teacher in the school. The Teacher used a textbook to learn facts and methods about a subject. English language Teaching (ELT) textbook is very important role in the language classroom. Textbook has some questions to test knowledge and students' understand about the subject. Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English process. It means that textbook is very needed in the learning process, if there is no textbook the teacher can not teach English easily.

Richards (2001) states any learning program may have not impact if it does not have textbook as they provide structure and a syllabus. Schools in Indonesia use textbook thus become a part of the package and as a media in teaching and learning process to present the material. Cunningsworth (1995) indentifies a textbook as a resource in presenting the material, a source for learners to practice and do the material. English textbook is a part of materials and questions to present learning English. In Indonesian's educational system, textbooks were considered as the main components of the curriculum.

Garinger (2002) points out, "A textbook can serve different purpose for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself". Textbook is a guideline of the standard competence and also helps students to understand the standard competence.

Curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or develop new textbooks which are in line with the curriculum. English teachers still used English textbooks which were developed based on *School-based Curriculum* in classroom practices, because the books were available on the market with many choices of publishers and teachers had already been very familiar to them in terms of the content, techniques of presentation, and teaching procedures suggested by the textbooks. Sometimes, we found errors in the content of English textbook. Uswatun (2008) in her thesis said that when children have good English textbook they will have a good ability in English. She thinks that if the teachers give material for good English textbook, so the children have good ability in English maximally.

Some of English textbooks in Indonesia met the criteria of good English textbook determine by Pusat Perbukuan (*Pusbuk*) and some other did not. English teachers must be able to select good English textbook based on the criteria determined by *Pusbuk* and recommended by EFL teaching theories. So many textbook published by *Pusbuk* which were developed

based on School-based Curriculum. One of English textbook which is used at the school in Gresik is bahasa inggris: Contextual teaching and learning.

There is no perfect English textbook that is published. So, an evaluation of English textbook is needed to get appropriate English textbook. Ellis (1997) suggests that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate systematic and contextual insights into the overall nature of textbook material. Therefore, the researcher is going to do analysis rather than evaluation. Analysis tends to be more objective which attempts to the process of describing what is on the textbook as it by looking for what is already there while evaluation tends to be subjective since the aim of evaluation is to make judgments about the textbook (McGrath, 2002:22).

Ibtihal & Abdul (2014:26) states that analysis of activities is also an extremely important process that conveys the strong and weak points of activities, as well as illustrating to what extent they contribute to developing students' thinking. They said that analysis is important activities to develop students' thinks in the learning process. Kuo (2008) in Uswatun's thesis states that the analysis of textbook based on communication language teaching. He analyzes the English textbook in communication learning teaching includes grammatical competence, sociolinguistic competence, discourse competence, strategies' competence. By analyzing the content of the textbook, hopefully this study can make contribution to provide an excellent textbook. Babbie (2008:350) elaborated on this description of content analysis as follows:

Content analysis is the study of human communication. Among the forms suitable for study are books, magazines, web pages, poems, newspapers, songs, paintings, speeches, letters, e-mail messages, bulletin board postings on the Internet, laws, and constitutions, as well as any components or collections there of. Content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952). He explains that content analysis is a systematic technique to describe of text appropriate with the rule.

Based on the explanation above, the researcher is encouraged to analyze an English textbook based on the criteria of the good English textbook. Good English textbooks certainly fulfilled most of/the whole criteria mentioned above and usually became the most recommended and best selling ones among the teachers and students. The researcher chooses a textbook entitled "Bahasa Inggris: Contextual teaching and learning" in SMP YPI Darussalam 1 Cerme. The reasons why the researcher chooses this book because the teacher used this book in her school to present English learning.

The researcher has interviewed with the English teacher. For the interview, the researcher get the reason why the teacher uses this book because the textbook is good. There are many exercises which can increase student's ability. The researcher uses this book to know lexical density of English textbook based on the seventh grade level of Junior High School. So, the researcher decides to do a research and the research paper entitled "An

Analysis of Textbook "Bahasa Inggris: Contextual teaching and learning" at seventh grade at Junior High School".

1.2 Problem Statement

Based on the backgrounds, the problem statement of this study is "Do the English textbooks meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk)"?

1.3 Purpose of the Study

The purpose of this study is the researcher wants to know if the English textbook meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk).

1.4 Significance of the Study

The result of this study hopefully can be beneficial and useful for the theoretical significance and practical significance:

- For theoretical significance

This paper gives contribution as a reference for them who want to conduct a similar study. The researcher gives information how to analyze textbook.

- For practical significance

The researcher gives a guide for teacher in developing her knowledge and skill in evaluating English textbook.

The researcher gives information for the teacher to know a good English textbook that used in English teaching and learning process.

While for the government, the researcher really hopes that the result of this research can be used as a reference whether the textbook is good or not.

1.5 Scope and limitation

The scope of the study is to analyze of the textbook; Bahasa Inggris: Contextual teaching and learning 4 editions for seventh grades level in Junior High School. This textbook are published by Pusat Perbukuan (Pusbuk) National Education Department in 2008. The writers of this book are Th. Kumalarini, Achmad Munir, Slamet Setiawan. Besides, the researcher also focused on 2006 Curriculum. The researcher wants to analyze in one semester, unit 1-4, page 1 to 90. The limits of the study is to analyze the three subcomponents are; suitability of subject matter with standard competency and basic competency, development of life capability, and development of diversity perception.

1.6 Definition of Key term

- Textbook is a book used by the teacher for the study to teach English materials in teaching and learning process.
- Analysis is the activity do to by people to break down the materials of the textbook.