

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, problems of the research, objectives of the research, significances of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

In Indonesia, English as a foreign language has an important role in the process of modernization as an international language to be taught in schools. One of the factors that are influenced the teaching and learning process in achieving the educational goal is instructional materials, one of which is textbooks. According to Cunningsworth (1995), textbooks provide educational text which can be used as source of material for teaching and learning. In addition, Cunningsworth (1984 in Rambe, 2020) states that textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Textbooks determine the procedures, the content, and method in teaching and learning process in the classroom. Therefore, an English textbook has an essential role in English as a foreign language classroom.

The use of textbook has an important merit for both teachers and students. According to Rahimpour and Hashemi (2011), textbooks play a pivotal role in language classes in all types of educational schools in around the world. In line with them, Ansary and Babaii (2002: 2) state that there are some arguments for using a textbook. First, textbook is a framework which

regulates and times the programs. Second, in the eyes of learners, no textbook means no purpose. Third, without a textbook, learners think their learning is not taken seriously. Fourth, a textbook can serve as a syllabus in many situations. Fifth, a textbook provides ready-made teaching texts and learning tasks. Sixth, a textbook is a cheap way of providing learning materials. Seventh, a learner without a textbook is out of focus and teacher dependent. Last, for novice teachers a textbook means security, guidance, and support.

In reality, textbooks are used as instructional material sources of English teaching and learning process. Textbooks can help teachers determine the material to deliver in class according to the syllabus. For novice teachers, textbook is a good solution in teaching because usually who became a new teacher still nervous. Then, some novice teachers usually lack confidence. Therefore, they prepare their own materials and rely on the textbook to ease their burden. Another advantage of textbooks is that makes possible for students to plan the future learning and also review the previous materials or lessons.

As we know, the national curriculum in Indonesia currently has three options to be chosen by educational units, namely the 2013 curriculum, the emergency curriculum, and the prototype curriculum. Currently, the most of educational units in Indonesia are implementing a prototype curriculum. The prototype curriculum is a new paradigm in Indonesia that aligns with the *Merdeka Belajar* program. Then, textbook is still used by teachers and students as instructional material sources in teaching and learning process.

Since using textbook is important, selecting good textbooks that suit students' needs is necessary. Harmer (2007: 182) states that the most important aspect of textbook use is for teachers to try to engage learners with the content they are going to be dealing with. Moreover, it also provides the learners with great opportunity to communicate English in the classroom. Textbook analysis means analyzing content of the textbook. According to Krippendorff (2004: 24), content analysis in subject matter categories is applied to a wide variety of printed matter, such as textbooks, comic strips, speeches, and print advertising. Krippendorff (2004 : 18) also states that content analysis is a research method by using a set of procedures to make replicable and valid inferences of texts.

Nowadays, there are many books on the market with various qualities. Teachers must be careful in choosing quality books for the sake of creating quality learning. According to Swanepoel (2010), in the context of language teaching and learning, the use of textbooks has always been closely related to the selection of them. In the classroom, the teachers spend much time in using textbook. Hence, it will be a loss if the textbooks used are of poor quality. Textbooks should have good quality. In line with him, Tok (2010) states that a textbook must be of an acceptable quality, useful, and appropriate for the context and people with whom they are being used if a teacher is going to use it in language teaching. Quality textbooks also have an impact on quality learning so that it will produce quality output. The high quality of textbooks provides many contributions for teachers and students, which can support students in the learning process and support teachers in

developing professional teaching. The role of quality textbooks becomes crucial when teachers lack of time or have little time for lesson preparation.

There are two previous studies related to content analysis on English Textbook. The first previous study is from Widiyawati (2020). This study focuses on the content analysis on English textbook based on core and basic competencies basic of BSNP. The research finding showed that the textbook was compatible with the 2013 curriculum and the feasibility of content and presentation met the standard of an English textbook. Another previous study was conducted by Karmila et al. (2019). The study focus on analyze the content of English textbook in grammar aspects. After the evaluation of the grammar section of the textbook, the findings suggested that the overall organization of the textbook and the themes included were satisfactory. It means, the content of the English textbook on grammar aspects for eighth grade Junior High School are appropriate with the content standard of 2013 curriculum.

The object of this research is the English textbook entitled “English in Mind Second Edition Student’s Book 3” published by Ministry of Education, Culture, Research, and Technology of Republic Indonesia 2021 as a textbook reference for tenth grade senior high school. Some schools have been using these textbook in teaching and learning process of tenth grade senior high school in prototype curriculum right now. This textbook contains engaging content, it combines strong focus on grammar and vocabulary. Then, different from another textbook, this textbook provides multiple entry points with an eight-page 'Welcome Section' for starters.

According to the explanation on cover of the textbook, popular features have been refreshed with 100% new texts, pictures and photos in this textbook.

Although the textbook is a book that has been published by the Ministry of Education, Culture, Research, and Technology, there is no guarantee that the material in the textbook has met the criteria for a good textbook as determined by the textbook evaluation expert. Furthermore, this research uses an English textbook evaluation checklist from Mukundan et al. (2011) for analysis. This checklist is developed based on the English textbook evaluation theory of several previous experts. In addition, the aspects that are analyzed in the checklist are more complete than other textbook evaluation. Therefore, the researcher conducts a research entitled “Content Analysis on the English Textbook: English in Mind Student’s Book 3”.

B. Problems of the Research

Based on the background of this research, the researcher has formulated the research problems:

1. How is the criteria of general attributes in the English textbook entitled “English in Mind Student’s Book 3” based on the criteria proposed by Mukundan et al. (2011)?
2. How is the criteria of learning-teaching content in the English textbook entitled “English in Mind Student’s Book 3” based on the criteria proposed by Mukundan et al. (2011)?
3. To what extent does the content of English textbook entitled “English in Mind Student’s Book 3” fulfill the criteria of a good-

English textbook based on the criteria proposed by Mukundan et al. (2011)?

C. Objectives of the Research

According to the formulation of the problems, the objectives to be achieved in this research are:

1. To find out the criteria of general attributes in the English textbook entitled “English in Mind Student’s Book 3” based on the criteria proposed by Mukundan et al. (2011).
2. To know the criteria of learning-teaching content in the English textbook entitled “English in Mind Student’s Book 3” based on the criteria proposed by Mukundan et al. (2011).
3. To find out the quality of English textbook entitled “English in Mind Student’s Book 3” from criteria of a good English textbook based on the criteria proposed by Mukundan et al. (2011).

D. Significances of the Research

This research is expected to give contribution in teaching-learning process both theoretically and practically. Theoretically, the result of this research will be useful to the scientific teaching-learning in the education field, especially in evaluate English textbook. Then, this research can be used as information and reference for further researchers who want to conduct the research with similar research topic.

While, practically, this research will give benefits English teachers, students, and further researchers. For the teachers, this research is expected to be reference for teachers to choose quality of English textbooks. For

students, this research is expected to be reference for the students to know the quality of this English textbook. Meanwhile, for further researchers, the result of this research can be used as input in teaching-learning process, especially evaluating textbook. It is expected that this research can be used as a reference and information to further researchers who conduct research about evaluating textbook.

E. Scope and Limitation of the Research

This research focuses on the criteria of textbook evaluation in English textbook which is analyzed based on criteria of a good textbook proposed by Mukundan et al. This research analyze on general attributes and learning-teaching content aspects. Meanwhile, the limitation of this research is the content analysis on English textbook entitled “English in Mind Second Edition Student’s Book 3”. It is published by Ministry of Education, Culture, Research, and Technology of Republic of Indonesia as a textbook reference for tenth grade senior high school 2021. This textbook consists of 14 chapters. This textbook is adaptation of English textbook from Cambridge University Press. This research is limited to content analysis on English textbook based on Phase E *Capaian Pembelajaran* (syllabus) of English for senior high school in Indonesia.

F. Definition of Key Terms

1. English Textbook

English textbook is a tool, thing, or media for students and teacher in English teaching and learning process. It is a book containing facts about an English subject that is used by people studying that subject.

2. Content Analysis

Content analysis is a set of procedures to collect and organize information in a standardized form allowing analysis to infer the characteristics and meanings of recorded.