CHAPTER I
INTRODUCTION

This chapter discusses background of the research, research problem, research objectives, significance of the research, limitation of the research, and definition of key terms.

Background of the Research

The purpose of teaching English is to help students improve their listening, speaking, reading, and writing skills. Students who possess these four language skills are better able to interact with others, build relationships with others, learn new things, and enjoy the aesthetic of English. English is an international language, therefore without saying that it will gain importance as the world develops.

There are some aspects of teaching and learning English that influence the teaching and learning process. Textbook is an important component of teaching materials. According to Richards (2001: 1), "teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or makes use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom".

In Indonesia, textbook is one of important materials that have been used for a long time ago. Textbooks dedicated the procedures, content, and method of teaching and learning in a classroom. Textbook have involved into an essential partner for teachers in the teaching and learning process. Al-Hasanat (2016) states that textbook is an educational document that reflects content, activities and assessment questions that aim at achieving the intended goals. According to Ansary and Babaii (2002: 2), "There are some arguments for using textbook. First, the textbook serves as a framework to control and schedule the programs. Second, no textbook is seen by students as having no purpose. Third, without a textbook, students believe that 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 learner without a textbook is unable to

concentrate and is reliant on the teacher. Last, a textbook also represents security, direction, and support for new teacher."

Because English textbooks are important, both teachers or students must understand how to use them. The easier they find it to use and understand the book, the better and more useful it becomes. The function include not only serving as a guide in the teaching and learning process, but also assisting the teacher in the material development. According to Harmer (2007: 182), teachers can use textbook to engage learners with the content they are going to be dealing with. The term "textbook analysis" refers to the process of analyzing the content of a textbook. Krippendorff (2004: 24) stated that content analysis in subject matter categories is applied to a wide variety of printed matter, such as textbooks, comic strips, speeches, and print advertising.

Schools in Indonesia have started implementing the *Merdeka Belajar* curriculum. *Merdeka Belajar* curriculum (previously referred to as the prototype curriculum) was developed as a more flexible curriculum framework as part of the effort to restore learning, focusing on essential materials and the development of students' character and competencies. The research focus on analyze the content of two English textbooks used in tenth grade of Senior High School published by the Minister of Education, Culture, Research and Technology *(Mendikbudristek)* of Indonesia and *Penerbit* Erlangga.

There are five previous studies related to content analysis on English Textbook. The first previous study is from Husen et al. (2020). This study focuses on content analysis on English Textbook based on core and basic competencies of 2013 curriculum. The research finding showed that the textbook 1 has meets twelve criteria out of fourteen criteria and is partly suitable, textbook 2 and textbook 3 has meets fourteen out of fourteen criteria proposed by Mukundan and is classified into suitable level. The second previous study is from Widiyawati (2020). This study focuses on the content analysis on English textbook based on core and basic competencies of BSNP. The research finding showed that the textbook met the requirements for an English textbook in terms of presentation and content feasibility, and it was aligned with the 2013 curriculum. The third previous is from Tambunan Monica (2019) this research focuses on analyzing content on English textbook used in first grade Junior High School based on impressionistic and in-

depth analysis. The result showed the textbook fulfill 96% for the impressionistic criteria and categorized as good to be used as a teaching material. The textbook also fulfill 87% for the in-depth criteria and categorized as good to be used as a teaching material. The fourth previous is from Rachmijati & Cahyati (2020). This research focuses on analyzing the content on English textbooks of Junior High School Grade 7. The findings showed textbook 1 provides more speaking skill (35%) and textbook 2 provides more writing skill (48%). Both books have appropriate proportion to support students' literacy skills and also provide linguistic aspects such as pronunciation, vocabulary, sentence and idea development. And the last previous from Sulistiyo et al. (2021). This research focuses on analyzing the content on English textbooks for Senior High School Students in Indonesia. The findings showed that the textbook contains four main topics of cultural information infused in 14 reading texts, 20 pictures, 30 recordings, and seven cultural awareness texts. Meanwhile, all pictures were in white and black with less detail provided.

Research Problems

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

1) How the checklist evaluation results of the English textbooks used in Senior High School Grade 10 in Kediri?

2) How do the English textbooks used in Senior High School Grade 10 in Kediri fulfill the criteria of general attributes?

Research Objectives

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

1) To find out what percentage of the results of the checklist evaluation of the English textbooks used in Senior High School Grade 10 in Kediri.

2) To investigate out the criteria of general attributes in the English textbooks used in Senior High School Grade 10 in Kediri.

Significance of the Research

1. Theoretically, this study's result will be helpful for scientific teaching-learning in the field of education, particularly in evaluating English textbook.

2. Practically, for teachers, the researcher hopes that this study will give information about the content of the book from the general attributes, the criteria of learning-teaching content, and the quality of a good textbook, so it will help teachers in the teaching process as a reference book.

3. For students, this research can be reference to know the quality of the English textbook.

4. For the next researcher, this study can serve as a guide for conducting other research.

Limitation of The Research

This study focuses on the evaluation criteria for textbooks in English textbooks, which are analyzed using Mukundan criterias for a good textbook. This research analyzed on general attributes content aspects. The limitation of this study is the content analysis on English textbooks entitled "Pathway to English" published by *Penerbit* Erlangga and "*Bahasa Inggris*: Work in Progress" published by the Minister of Education, Culture, Research and Technology *(Mendikbudristek)* of Indonesia as the textbook references for tenth grade senior high school 2022/2023. Both textbooks consist of 6 chapters. This research is limited to content analysis on English textbook based on Phase E *(Capaian Pembelajaran)* of English for senior high school in Indonesia.

Definition of Key Terms

1. Content Analysis
   Content analysis is research that analyzes the content of general attributes of textbooks.

2. English Textbook
   English textbooks are compulsory reference books for use in schools that contain English learning materials compiled based on the school level and national education standards.

3. *Merdeka* Curriculum

   Meredeka curriculum is a replacement from the 2013 curriculum due to the knowledge of students left behind during online schools because of the Covid-19 pandemic issued by the Minister of Education, Culture, Research and Technology (Mendikbudristek) of Indonesia to let students choose subjects based on their interests and let them to explore and develop competency.