

# CHAPTER I

## INTRODUCTION

This chapter presents and discusses background of the research, problem of the research, focus of the research, objective of the research, significance of the research, scope of the research, and definition of key terms

### **1.1 Background of the research**

In daily life, language is always used by people for communication. Without language people cannot build communication with other people in our social environment. When we use language, we can deliver our personal opinion and create a meaningful communication with all people in our social environment. As social creatures, the most important of language is that naturally to interact with other people to express their existence, needs, opinions and to influence other people. The function of language includes in all of aspect in life, so that is why when people did not use language someone can not know their feeling, idea and experience. It means that language is used for communication.

In Indonesia, English is used as a first foreign language of communication and it is also learned at school as a subject since elementary school until university level. It is expected that Indonesian people can comprehend English language in written or oral to communicate with other people in the world. Nowadays, English subject take an important place in Indonesia educational curriculum. It means English is subject that must be mastered by the students.

In the 2013, the curriculum was changed from KTSP 2006 to Curriculum 2013 ( K13). The ministry of education and culture of Indonesia said that

curriculum of education in Indonesia must apply the new curriculum that is 2013 curriculum (K13). The curriculum 2013 is the result from the development of previous curriculum. It is further step of competency based on curriculum development that was initiated in 2004 and the school based curriculum 2006, which include competency of attitude, knowledge, and skills integrated which is aimed to create students to become an intellectual generation.

The use of English textbooks in Indonesia needs to be developed related to the 2013 curriculum to present students with a good material. According to Sheldon (1968, p.23) textbook can referred as a published material to help students in understanding language also to improve their linguistic and communicative abilities of the students. The teacher can teach the student a good material if can appropriate textbook guiding the teaching and learning process, it is not only can be used inside the class but also on the outside class (extracurricular of the class). so the teacher can develop the student competence in better way if the student use qualified textbook to support and provide the material needed.

A textbook is a form of published printed material most commonly used as media in teaching and learning process in school especially in classroom. According to Hutchinson and Torres (1994, p.318) a textbook is a framework or a guide that helps students to organize their learning both outside and inside the classroom. The textbook enables the students to learn better, faster, clearer, easier and much more. The textbook served a guideline to the students and help economize time for teacher. The textbook can help teacher to give homework or assignment to rise interaction between teacher and students.

Either local or foreign publisher have been published many English textbooks every where in Indonesia. When the government declared that the new curriculum must be applied in all the educational system in Indonesia, there must be lots of new English textbooks because the goal of the study will be based on the new curriculum too. In Indonesia, there are many English textbook that easy to find on the bookstore or market with good appearance. But the one used in teaching learning process in all school in Indonesia is the textbook published by kemendikbud. Textbook analysis is process to evaluate all materials in the textbook in other to describe a good textbook or not. According to Cunningsworth (1995, p.5) he classified how to analyzing into two kinds; impressionistic analysis and in-deph analysis. In impressionistic analysis is observing design and structure of the book and in-deph analysis is observing in detail information of the book.

Content analysis is a method of analyzing written, verbal or visual communication messages or kindly as a method of analyzing document. According to Krippendorff (2004, p.13) content analysis is potentially one of the most important research techniques in social science. It views data of representation not of physical events but also the text, images and expression that are created to be seen, read, interpreted and acted. Content analysis is document analysis. It can be analyzed texts, image and expression in written form. It is a appropriate way to analyze the English textbook that used by the writer entitle “interactive English” because the content on the textbook includes text, images and expression in written. The idea of 2013 Curriculum is to provide all indicators in KD ( Kompetensi Dasar) and KI ( Kompetensi Inti ).

The research of the same topic was actually conducted by Monica Tambunan entitled *Content analysis of English Textbook” interactive English” used in first grade JuniorHigh School in 2013 Curriculum*. The study focused on both the impressionistic include book layout, typography, illustration, consistency of layout element, harmonious of layout element, and completeness of layout element and in-depth analyses include aim and approaches, language content, skill, topic, and methodology. The result of the research showed that the textbook was relevant to the 2013 curriculum and it fulfilled the requirement of Cunningsworth’s theory as an effective textbook.

In this research, English textbook entitle ”Interactive English” published by Yudistira is chosen because the book which curriculum based on the 2013 curriculum that used in school as material in teaching and learning process and also the English textbook entitle “Interactive English” is chosen because the book is recommended by kemendikbud that use in school around of indonesia . It is also used as guideline textbook in teaching and learning process in the class. The Researcher want to identify whether the English textbook published by Yudistira is suitable to use as material to support English language understanding in the class for seventh grade junior high school.

This research mainly focuses on the in-depth analysis based on Cunningsworth’s Theory. It will view in detail all aspects in in-depth analysis include aim and approaches, , language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural values. This is regarded as the important aspect in teaching material.

## **1.2 Problem of The Research**

Based on the background of the research, above. the problem of the research is How is the criteria of “Interactive English” applied in the aspect of In-depth analysis ?

## **1.3 Focus of the research**

Focus of this research is to analyze an English textbook entitle “ Interactive English “ that published by yudistira met criteria of good English textbook suggested by Cunningsworth’s Theory using In-depth Analysis.

## **1.4 The Objective of the Research**

Based on the problem of the research and focus of the research. The objectives of the research is to discover criteria of a good textbook suggested by Cunningsworth’s Theory using In-depth Analysis.

## **1.5 The Significance of the Research**

There are three kind of significances that can be found from this research, that are :

### **1. For the students**

The English Textbook “ Interactive English “ for the first grade of junior high school in appropriate use to the students because by using this English Textbook the students can develop their skill. in this English textbook is complete with various theories, examples and exercises which it is helpful in developing the students skill.

2. For the teacher

The result of the study could provide helpful information in selecting and evaluating good English textbook before making decision to use the English textbook in the class.

3. For another researcher

The research could give practice in developing his knowledge and skill in evaluating English textbooks.

### **1.6 Scope of The Research**

The researcher would like to limit the scope of the research as follow :

This research would focus on the criteria of book evaluation in English textbooks which is analyzed based on the criteria of good textbooks determined by Cunningsworth's Theory covering In-depth analysis in four chapters ( chapter 5 – 8 ). The research focus on , language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural values.

The object of this research is English Textbook for the first grade student of Junior High School. It is “ Interactive English “ published by yudistira publisher.

### **1.7 Definition of Key Terms**

Some words that are used in this research become key words. In other to have better understanding and to avoid misinterpretation about the terms used in this research, that are :

## **1. Textbook**

According to Hutchinson and Torres (1994, p.318) a textbook is a framework or a guide that helps students to organize their learning both outside and inside the classroom. The researcher analyze English textbook “ Interactive English “.The book is created for students in first grade in Junior High School. The English textbook is devided into eight units and consisted of 156 pages. It is published by Yudistira publisher in 2017 and written by Rina Dwi Indriastuty ,S.S.,M.Hum. The English textbook is printed in Rawamangun Jakarta Timur by printing company Yudhistira Galia Indonesia.

## **2. Content Analysis**

krippendorff (2004, p.13) states that content analysis is potentially one of the most important research techniques in social science. It views data of representation not of physical events but also the text, images and expression. In this research, the researcher analyzed the textbook use in-depth analysis include , language and content, skill, topic, methodology, selection, grading, subject content, social values and cultural values.