

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will explain about the background of the research, problem of the research, focus of the research, the aims of research, significance of the research, scope of the research and operational definition of the terms.

### 1.1 Background of the Research

In today's global world, the importance of English cannot be ignored or denied since English is the greatest common language spoken universally. Having proficiency in English can be the main factor of a success in this challenging era. It is appropriate that the government of Indonesia puts English as a compulsory subject in schools and it becomes a subject which determines students in passing the graduation.

In teaching and learning process of English, numerous aspects could affect the outcome of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning is on progress, or after the teaching and learning took place. The teachers have important roles in the teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. That's a lot of task to be done by a teacher to prepare instructional design of lesson.

One aspect that can support teaching-learning process is textbooks. The existence of textbook as teaching media plays a very important role in language

classrooms. As a foreign language being learnt beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. It is no wonder that the English textbook was potentially been the only student access to language in the classroom. Most teachers also often use textbook as a primary resource book for ideas and instructional activities as well as giving guidance for what they do.

Every teacher who teaches in the classroom cannot be separated from the book in carrying out the learning process. A textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process (Yulianti, 2011, p. 1). As media teaching, textbooks have primary purpose to transmit knowledge, values, attitudes, skill, and behavior that are constant. The teacher must know not only how to use it, but how useful, it can be. So the use of the textbook can be in line with teaching and learning purpose.

Each book has its own peculiarities. These peculiarities of textbook that does not fit the curriculum message. There is a textbook that does not fit the mindset of the students. There is a textbook that is less applicable (relevant). There is also a textbook that contains subjects that are simply summaries with a very technical description. Cunningsworth (1995, p. 5) said that selecting coursebooks involves matching the material against the context in which it is going to be used. There is no perfect textbook that has been released, there is also the strength and weakness from every textbook but we should find the best possible that fit the potential to achieved the real knowledge. From the above facts, it can be concluded that textbooks are not always in accordance with the

standards of feasibility, especially for the content. Whereas some teachers use textbooks as their assistance in teaching. But most of them usually use a variety of textbooks without making the book really fit to be used as needed.

The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom (Cunningsworth, 1995, p. 5). An inappropriate textbook could possibly make the class full with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Such reasons make the selection of textbook used by teachers become relatively crucial. Textbooks must be in accordance with student's needs, the goals and objectives, and the current curriculum. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teachers to be possible.

Educational system in Indonesia had implemented different curriculums since the independence of the nation. Demands in the global era make Indonesian government continues trying to make the curriculum up to several times. BSNP (National Education Standard Council) who is responsible for designing curriculums had tried hard to deliver good curriculums. The Education National Standard Council (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP, qualified textbooks are required to meet the four elements of eligibility, which are content feasibility, language feasibility, feasibility of presentation, and feasibility of graphic. The four elements of eligibility are outlined in the form of fairly detailed indicators and teacher/student

can apply them. For the textbook appraisers, this instrument can be used as a basis development / textbook writing so that the results do not deviate from the expectation of BSNP. For teachers, students, and other researcher, this instrument can be used for the purposes of learning at the level of a particular educational unit.

Based on the explanation on the importance of a textbook as the source of materials for teaching, it can be inferred that textbooks have an important role in learning activities especially foreign languages. Therefore, it is important to know how to choose good textbooks. From that point, the researcher is keen on doing a research to find out content quality of the English textbook based on National Education Standard Council (BSNP). For the requirements of this study, the researcher chose a textbook entitled "Bahasa Inggris" used in second grade of senior high school published by Kemendikbud because this book is a book that is commonly used and widely circulated in Indonesia.

## **1.2 Problem of the Research**

Based on the background above, the problem that should be answered in this research is how are content quality of the English textbook used in second grade of senior high school based on National Education Standards Council (BSNP)?

### **1.3 Focus of the Research**

In this research, the researcher wants to analyze an English textbook for the second grade of senior high school entitled “Bahasa Inggris SMA/MA/MAK KELAS XI”. The researcher uses content analysis to analyze the English textbook. The objectives of the research are:

1. To know the appropriateness of the contents of the English textbook with the core and basic competence of 2013 Curriculum by BSNP.
2. To know the accuracy of English textbook based on the criteria of good textbook by BSNP.
3. To know the completeness of the supporting materials of textbooks based on the criteria of good textbook by BSNP.

### **1.4 The Aims of the Research**

The aims of the research of analyzing the English textbook is to find out the quality of English textbook used in second grade of senior high school entitled “Bahasa Inggris SMA/MA/MAK KELAS XI” published by Kemendikbud based on National Education Standard Council (BSNP).

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

Researcher hopes that this research will useful for :

1. The teacher

This research can be used by teachers of English subject to choose which English textbook are suitable for the grade.

## 2. The researcher

For the researcher, it can increase the researcher's knowledge and skills about analyzing content of textbook appropriate with standard.

## 3. The other researcher

This research can be used as a basic consideration for the next researchers who are interested in developing similar study.

### **1.6 Scope of the Research**

The research focuses on English Textbook for second grade of Senior High School “Bahasa Inggris” semester 1 published by Kemendikbud. In accordance with the background of the study and identification of the problem, the researcher wants to analyze the quality of the content in the textbook. The researcher focuses on knowing the suitability of the book with KI KD, accuracy of material and supporting material available in the book based on BSNP.

### **1.7 Operational Definition of the Terms**

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

#### 1. Content Analysis

Content analysis defined as a method of studying and analyzing communication in a systematic, objective, and quantitative manner for the purpose of measuring variables. In this research, content analysis is a method and data collection technique used to organize and analyze the English textbook.

## 2. Textbook

Textbooks are books of lesson in certain field of study as a standard book arranged by the experts of field for instructional purposes and compiled by harmonious teaching media and easy understood by the user in schools and colleges to receive teaching program. In this research, English textbook is defined as an instructional material in English textbook entitled “Bahasa Inggris SMA/MA/MAK KELAS XI”.” for the second grade for senior high school published by Kemendikbud.

