

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English in Indonesia is generally taught as a foreign language. Foreign language is a language that is not used as a means of communication in certain countries where the language is taught. Foreign language is usually taught as a subject in schools with the aim of communicating basic and master the four language skills (listening, reading, writing, speaking) in that language within certain limits. Learn English is very important because the general language around the world is an English language which used in every country, organization, even teaching in every school. Graddol (2006: 101) refers to a statistical projection of the number of learners: ‘. . . there could be around 2 billion people simultaneously learning English in the world’s schools and colleges and as independent adults. Nearly a third of the world population will all be trying to learn English at the same time’.<sup>1</sup> In our country English language teaching to children until adults as a foreign language.

In Indonesia, the policy of teaching English as a foreign language changes over time and change of policy that most influenced the economic and political. English is formally taught as a foreign language, in Indonesian schools appropriate with the

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<sup>1</sup> Jo Mcdonough. Material and Method in ELT, A Teachers Guide. p. 5

decision of the Minister of Education and Culture in 1967. Since that time, the minister changes, the curriculum, the political situation, the economy and the development of science education, continue to color development of the teaching English as a foreign language in Indonesia.

Starting from the teaching system in which students are required to memorize a few hundred words and meaning within a specified time, to master grammar, then changed to English for communication orientation, to the issue of English language instruction for children today.

In learning English language need a guide to help us get easier in learning foreign language, the one is an English textbook. There are so many textbooks about english, but not at all of them are great book. A textbook has to play a vital role in education system. It is important how there search can influence educational theory and practice to justify its worthiness and usefulness. The aims of education cannot be achieved if we provide poor quality of textbooks to students. Text books have been a controversial issue in education.

In Indonesian's educational system, textbook were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented 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. In addition, teachers must also apply new approaches, methods, and techniques to suit the new curriculum.

English textbook in Indonesia adjust to curriculum that utilize right now. For example, now education in Indonesia using Curriculum 2013 eventhough not all schools used this curriculum and the last curriculum that is *School Based Curriculum* (KTSP), but not use anymore included the textbook which adapt that curriculum. There are so many textbooks in the market and from many publisher that using by student in school which not appropriate with characteristic good textbooks according to many expert and not all of the textbook fulfill the need of students about textbook.

Based on the reason above, the writer will analyze the content of textbooks for first grade of SMP/MTs. The writer specify the characteristics according to two of the eight characteristic by Cunningswort that is characteristic based on the Design and Organization and Language Content. So the writer will put forward a research paper entitle: Content Analysis On English Textbooks For SMP/Mts (A Descriptive Qualitative Research at Book SMP/MTs grade VII of SMPN 1 Karangtanjung Kab. Pandeglang).

## **B. Identifications of The Problem**

Based on the background of study above the writer identify the problem as follows:

1. Text books have been a controversial issue in education but the lack textbook which available to fulfill the needs of students in learning activities.
2. Teachers only accept textbooks from the Minister of Education or the publishers as reference, but textbooks from some publishers not appropriate with syllabus and teachers must apply new approaches, methods, and techniques to appropriate with the new curriculum.

## **C. The Limitation of the Problem**

Focusing on the topic study, the researcher limit the problem which concern about the content analysis on english textbook "*Bright*" from

Erlangga Publisher and "*When English Rings the Bell*" from Ministry of Education, grade VII of SMP/MTs because both of the books is uses curriculum 2013.

## **D. Statement of the Problem**

In this paper, there are many problems that have been mentioned by the writter. Then the writer formulate specific statements as follow:

1. Do the English textbooks meet the criteria Design and Organization of a good textbooks as suggested by Cunningsworth?

2. Do the English textbooks meet the criteria Language Content of a good textbooks as suggested by Cunningsworth?

#### **E. The objective of the research**

The objective of research are:

1. To know the suitable between textbooks and characteristic a good textbook based on Design and Organization by Cunningsworth.
2. To know the suitable between textbooks and characteristic a good textbook based on Language Content by Cunningsworth.

#### **F. Significance of the research**

The writer hopes that this research gives the useful information for the readers. The significance of the research can be seen as follows:

##### 1. Theoretical

This research helps in learning and teaching activities because we know about the characteristic of a good textbook to used in class.

##### 2. Practical

The result of this research is expected to give precious contributions to lecturers, university students and future researcher. For the lecturers, this research might become a meaningful contribution in choosing good textbooks. For the university students, this research hopefully can be used to studying in class. For the future researcher, the result of this research is expected to be a previous research for those who are interested in doing similar field of research.

## G. Previous Study

The writer also takes from previous study entitleds:

1. Meretas Buku Teks Bahasa Inggris Berkualitas (Analisis Kelayakan Isi Buku Teks Pelajaran Bahasa Inggris untuk SMP/MTs di Kota Serang). Moh. Nur Arifin, M.Pd. 19710221 200212 1 007. *arifinnur21@gmail.com*. Based on his paper, he conclude that there are textbooks as a reference, evaluation materials and tools to implement the curriculum must meet the needs of students. Instrument for assessing the feasibility of textbooks is still too lax, particularly when focused on specific types of subjects, English for example. In other words, there are still some questions in detail instrument needs to be developed to determine the weight and quality of the books on the market. In this research writer use the theory according to McDonough and Shaw who explain about the External and Internal characteristic in good textbooks. The External Evaluation is: 1) The intended audience, 2) The proficiency level, 3) The context in which the materials are to be used, 4) How the language has been presented and organized into teachable units/lessons, 5) The author's views on language and methodology, 6) Are the materials to be used as the main 'core' course or to be supplementary to it?, 7) Is a vocabulary list/index included?, 8) What visual material does the book contain and is it actually integrated into the text?, 9) Is the material too culturally biased or specific...[or]...represent minority groups and/or women in a negative way?. The Internal

Investigation : 1) The presentation of the skills in the materials, 2) The grading and sequencing of the materials, 3) Where reading/'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?, 4) Where listening skills are involved, are recordings 'authentic' or artificial?, 5) Do you feel that the material is suitable for different learning styles, and is it sufficiently transparent' to motivate both students and teachers alike?. The design of this study was descriptive qualitative and the method of this study was content analysis.

2. Content Analysis On The English Textbook Entitled '*English In Mind Starter (Student's Book)*' Reinildis Atjna Cyntia Rynanta, Suharmanto

Ruslan. Email: reinildisatjna@gmail.com; suharmanto\_ruslan@yahoo.com State University of Malang. This study was intended to analyse the English textbook "*English in Mind Starter (Student's Book)*" published by Cambridge University Press. The textbook analysis in this study considered eight factors, namely: (1) the availability of materials based on Standard of Content 2006; (2) methodology; (3) language skills; (4) topics; (5) design and layout; (6) organization; (7) language appropriacy; and (8) cultural aspects. The factors were developed based on the adaptation of good EFL textbook criteria proposed by Sheldon (1988), Board of National Standard Education of Indonesia (2006), and Harmer (2007). The collection of the data was done through evaluation rating scale as the instrument. The overall fulfilment of the textbook

entitled “*English in Mind Starter (Student’s Book)*” toward the eight factors of consideration reached 79.86%. It means that the textbook was categorized as *Good*.

3. Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative Study. Naji Meidani, Elham. Ferdowsi University of Mashhadad, Iran. elhanaji@gmail.com. Based on her paper the analysis revealed differences among the selected books with a gradual tendency towards more recognition of the international status of English. The global spread of the English language has not only resulted in more non-native speakers than native speakers (Crystal, 1997), but it has even put into question the ownership of the language (Widdowson, 1994; Brumfit, 1995). Therefore, English is recognized as an international language that does not belong to any particular country and is used for global political, cultural and financial exchange. The following study aimed to find out to what extent English language textbooks demonstrate the international status of the language by comparing four different textbooks published in different years. To this purpose, the following criteria were taken into account: references to Inner Circle countries, references to Outer and Expanding Circle countries, non-native accents, dialogues in non-English speaking countries, place of home culture and famous people. Finally, the results were discussed and some suggestions were made in the context of English language learning and teaching.

The differences with this paper is from the characteristic and from the book which analyze. In previous study used



characteristic by Jo Mcdonough and characteristic by Sheldon (1988) and the grade of the textbook which analyze has the differences.

## **H. The Organization of the Paper**

This research paper is systematically divided into three chapters as follows:

Chapter I: Introduction which is consist of Background of the Study, Identification of Problems, Limitation of the Problem, Statement of the Problem, The Objective of the Research, The Importance of the Study, Previous Study, The Organization of the Paper.

Chapter II: Is the review of the related theories consists of the Evaluating ELT Material, Definition of Textbook, The Use of Textbook, The Role of Textbook, Textbook Evaluation,Some Textbook Evaluation Criteria.

Chapter III: This chapter tells about the research methodology consist of Method of Research, Data and Data Source, Technique of Data Collection, Data Analysis.

Chapter IV: This chapter consist of the result of the reseach.

Chapter V: The last chapter consist with Conclusion and Suggestion.