

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The teacher's role is clearly important in the teaching and learning process. They make lesson plan, prepare material, and teach in class and so on. That is why the media is needed as teaching material that can be used by the teacher. The existence of media such as a textbook to encourage the teaching-learning process is very significant, as it can be a significant tool for a teacher to help students learn all subjects, including English.

Textbook is one of the learning resources and teaching materials that are widely used in learning. Textbook functions as a media that helps teacher manage the teaching and learning process. Ian expresses that the use of textbook is it offers a teaching system. Then, it saves time, and it would be difficult to prepare materials from scratch for every lesson.<sup>1</sup>

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<sup>1</sup> Ian McGrath, *Materials Evaluation and Design for Language Teaching* (Edinburgh: Edinburgh University Press, 2002), 11.

Textbook is not only useful for teacher in helping them prepare material, and achieve teaching goals and objectives. Textbook also helps students. As Ian states that “textbook describes what students need to be learned and what needs to be tested, textbook confirms what the teacher did and allows for review and planning, and encourages outside-class learning”.<sup>2</sup> Thus, textbook assists students in fulfilling what students need to adjust.

The researcher concludes that textbook is one of the learning resources and teaching materials that are widely used in learning. It functions as a media that helps teacher manage the teaching and learning process. Then, textbook describes what students need to be learned and what needs to be tested.

On top of that, a textbook for teaching and learning activities is also significant. The role of textbook, of course, is widely agreed to be at the service of teachers and students, but not to be their master. That is why the appropriate one needs to be chosen by teachers. Textbook that suits with the current curriculum.

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<sup>2</sup> Ian McGrath, *Materials Evaluation and Design for Language Teaching*, 10.

The government of Indonesia has implemented English into the academic curriculum and developed competency standards that are stated in the curriculum as a standard of teaching and learning process. The Curriculum 2013 was established by the Indonesian Ministry of Education and Culture which was developed recently in 2013. The Curriculum 2013 contains attitudes, knowledge, and skills competencies. Therefore, the design of the curriculum is also developed to student-centered, after using teacher-centered as the design before. Asking them to analyze and then produce it with what they have observed, exposing them to understand what they learned themselves, and encouraging them to be socially aware with their friends, their surroundings, and aesthetic factors are part of the method of change.

In Indonesia, the authorized publishers designed textbooks based on the latest curriculum. For instance, Indonesia is using the Curriculum 2013. Following the launch of a newly created curriculum by the Indonesian Ministry of Education and Culture, some competitive publishers would implicate professional instructional material writers in line with the curriculum.

There are so many English textbooks in Indonesia published by many publishers. It causes each textbook to have a different style and

setting. Not all of them are suitable with the curriculum 2013, so it affects the learning outcome of the students. It makes sense that not the entire English textbook is acceptable for the students due to the different designs and settings of the textbooks. So, as an English teacher, English teacher must select textbook for students that are suitable the Curriculum 2013.

Coming up with these suitability issues of textbook with curriculum and materials in a textbook, the researcher is interested in learning and analyzing this issue. The researcher is interested in analyzing the contents provided in the textbook. There are some of the researcher's reasons for the need to analyze textbook. First, the existence of textbook is very important in teaching and learning activities. Second, the qualities of the textbooks are different from one and another. Third, based on the experience of the researcher and the teacher that sometimes textbook does not match the objectives of the curriculum. Based on the reason above, the researcher will analyze the content of "Gateway English" textbook published by Humaniora Utama Press for the eleventh grade students of Senior High School. The researcher chose the "Gateway English" textbook because this book has used by one of the Senior High Schools in Cilegon, namely

SMK YPWKS Cilegon. Whereas, most other Senior High Schools use the "Bahasa Inggris" textbook published by the Indonesian Ministry of Education and Culture and the "Pathway to English" published by Erlangga. Then, the researcher is interested in analyzing this book.

So, the researcher is interested in analyze and investigate, whether the textbook fulfills the feasibility of content based on BSNP criteria entitled "A Content Analysis of 'Gateway English' Textbook for Eleventh Grade Students of Senior High School Based on BSNP Criteria".

## **B. Research Question**

Based on background of study that has been stated before, the researcher will try to analyze the content in the textbook "Gateway English". The research question will be as follow:

1. "How does the content in the "Gateway English" textbook fulfill the feasibility of content requirements specified in BSNP criteria?"
2. "How does the content in the "Gateway English" textbook fulfill the feasibility of language requirements specified in BSNP criteria?"

3. “How does the content in the “Gateway English” textbook fulfill the feasibility of presentation requirements specified in BSNP criteria?”

### **C. The Objective of Study**

As conducted the study, the researcher attempts to answer the formulated research question. The main objective is to gain a deep and broad insight into how the content or material of "Gateway English" textbook fulfill the feasibility of content, feasibility of language and feasibility of presentation requirements specified in BSNP criteria.

### **D. Focus of the Study**

In this study, to ensure accurate data collection, the researcher remains specific and also to avoid uncertain research, the researcher focused some points of this study, and the focused are as follows: First, the English textbook that is analyzed is "Gateway English" textbook published by PT. Humaniora Utama Press and written by Asep Koswara Supriatna, which is analyzed based on the curriculum 2013. Then, the researcher uses the feasibility of content, feasibility of language, feasibility of presentation in rubric assessment from BSNP Standard. The reason is that the purpose of this study is to find out the

suitability of textbook material or content with the feasibility of content, feasibility of language, feasibility of presentation requirements specified in the curriculum 2013.

### **E. Significance of the Study**

First, the research result of "Gateway English" textbook analysis is expected to be useful and contribute to English teachers to gain new information, insights, and knowledge about the content of the "Gateway English" textbook used in the classroom. Richard states that by analyzing textbook, the teacher can find creative, innovative, and significant to the needs of their learners and enjoy the method of teaching.<sup>3</sup>

Second, for the future researchers, this study can be used as a reference for the other researchers who wish to carry out similar research with different textbook. Because Jazadi states that in senior high school textbooks, many real-life texts taken from foreign sources

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<sup>3</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge: Cambridge University Press, 2001). 259.

lack meaning because the writers seemed to have removed some of the texts from their sources and presented them in the textbooks as tasks.<sup>4</sup>

## **F. Previous Study**

There are some previous studies related to the topic to support the study. The first study is conducted by Rohmatillah, and Devi Audina Pratama from UIN Raden Intan Lampung. They conducted their study about “An Analysis of Textbook Entitled “Pathway to English” Published By Erlangga at the First Semester of the 11th Grade of Senior High School”.<sup>5</sup> In this study, they found out whether the textbook fulfilled syllabus points of the 2013 curriculum and how broad they presented. This study used descriptive qualitative research. Then, the data would be gathered from the document analysis of “Pathway to English” textbook published by Erlangga for the 11th grade of Senior High School. This study concludes, first pathway textbook of the eleventh grade at the first semester fulfilled syllabus

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<sup>4</sup> Iwan Jazadi, *Mandated English Teaching Materials and their Implications to Teaching and Learning: The Case of Indonesia* in Willy A. Renandya, *Methodology and Materials Design in Language Teaching Current Perceptions and Practices and their Implication* (Singapore: SEAMEO Regional Language Centre, 2003), 154.

<sup>5</sup> Rohmatillah, et al. “An Analysis of Textbook Entitled “Pathway to English” Published By Erlangga at the First Semester of the 11th Grade of Senior High School”. *English Education : Tadris Bahasa Inggris*, Vol 10 (2), (2017), 326-343.



points of the 2013 curriculum. Last, the broad pathway textbook of the eleventh grade at the first semester fulfilled syllabus points of the 2013 curriculum included of basic competences and learning materials which were consisted of including and developing basic competences into some exercises of 4 English skills and successfully interpreting and developing learning materials based on social functions, text structures and language features items.

The second study is conducted by Dewanty Anggraeni from State University of Surabaya. She conducted her study about “An Analysis on English Textbook Entitled “Let’s Learn English” For the Tenth Grader of Senior High School Based on the Basic Competence of the 2013 Curriculum”.<sup>6</sup> This study analyzed an English textbook entitled “Let’s Learn English” for the tenth grader based on the 2013 Curriculum. The objective of this study was to analyze the conformity of the textbook with the core and basic competence of the 2013 curriculum. This study used a descriptive qualitative approach which consisted of more explanation in detail. After that, this study used document analysis as the method of collecting data. Then, the data

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<sup>6</sup> Dewanty Anggraeni. “An Analysis on English Textbook Entitled “Let’s Learn English” For the Tenth Grader of Senior High School Based on the Basic Competence of the 2013 Curriculum”. *Retain*, Vol. 08 No. 03 (2020), 122-132.

source of this study was an English textbook entitled “Let’s Learn English”. She conform the materials of textbook to the Core and Basic Competence of the 2013 Curriculum using the rubric assessment form BSNP. This study concluded that not all the chapters of textbook entitled “Let’s Learn English” are appropriate and fulfill the compatibility with the core and basic competence of 2013 Curriculum. She found that only 62,5% of the materials which fulfilled the core and basic competence of the 2013 curriculum and compatible with the rubric criteria of BSNP

The third study is conducted by Yokie Prasetya Dharma and Thomas Joni Verawanto Aristo from STKIP Persada Katulistiwa Lintang. They conducted their study about “An Analysis of English Textbook Relevance to the 2013 English Curriculum” for ten grades.<sup>7</sup> The aim of this study was to finding out the relevancies of the materials found in the textbook with the curriculum 2013 materials. This study used qualitative research through interview with the teacher as data collection technique. Then, this study was analyzed using document checklist. They found that it has fulfilled the criteria that are suggested

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<sup>7</sup> Yokie Prasetya, et al. “An Analysis of English Textbook Relevance to the 2013 English Curriculum”. *Journal of English Education Study*, Vol. 1 (May, 2018), 24-33.

by Kemendikbud 2013, and the teacher interview's result and the document checklist had shown the strong relevance of the textbook toward the 2013 English curriculum material.

There are some differences between my study and their study. First, the researcher used the "Gateway English" textbook published by PT Humaniora Utama Press, while they used the "Pathway English" textbook published by Erlangga, and "Let's Learn English" published by Bumi Aksara. Second, the researcher analyzed the eleventh-grade textbook, while Dewanty's, and Yokie's study analyzed the tenth-grade textbook. Third, the researcher's objective of how the content or material of "Gateway English" textbook has fulfilled the feasibility of content, feasibility of language, and feasibility of presentation requirements specified in the Curriculum 2013. While the Rohmatilah's objective was to found out textbook fulfilled syllabus points of the 2013 curriculum and how broad they presented. Dewanti's objective was to analyze the conformity of the textbook with the core and basic competences of the 2013 curriculum. Yokie's objective was to find out the relevance of the materials found in the textbook with the curriculum 2013 materials.

## **G. Organization of the Writing**

The researcher divides this paper into five chapters as follows:

Chapter I is an introduction of research which consists of background of the study, research question, the objective of the study, focus of the study, significance of the study, previous study, and organization of the writing.

Chapter II is a theoretical framework. It consists of textbook, analyzing a textbook, curriculum 2013, and language skills in curriculum 2013.

Chapter III is the research methodology. It consist design research methodology and design, instrument of the research, procedure of the research, technique of data analysis.

Chapter IV is the result and discussion.

Chapter V is the conclusion and suggestion.

