

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In recent years, English as an international language has played an important role in several aspects such as education, technology, economy, and health in the world. During this trying time, the ability to communicate in English might also be a challenge. Because the Indonesian government recognizes the importance of English, it has made it a compulsory subject in schools and a topic that decides whether students graduate or not. Listening, speaking, reading, and writing are the four language skills in English.

Reading skills are a person's ability to read, know and interpret written terms in articles or other reading material. Individuals with strong reading skills will be able to digest written materials while reading. Readers must also think critically about a topic or issue to understand the author's aim. Continuous reading and developing a reading culture might help to enhance reading skills. According to Grabe, reading can also be interpreted as a process where readers can learn something from reading and include it in an academic background as part of education.<sup>1</sup> Meanwhile, Harmer claims that “Reading is a mode of language” Reading text gives chances to learn a language, such as a vocabulary, grammar, punctuation, and the structure of sentences, paragraphs,

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<sup>1</sup> William Grabe. *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009), 05.

and text.<sup>2</sup> However, students are most interested in reading written material in English, such as books, novels, newspapers, articles, and so on.

Indonesia's education system has enforced a different curriculum. According to Beauchamp, The curriculum is a written document that contains some material, but it is a concept for the education of these students while they are in school.<sup>3</sup> BSNP (National Education Standardization Agency) which is in responsible of developing study programs, has worked tirelessly to generate good subjects. Several curricula issued by BSNP include KBK (competency-based curriculum), KTSP (education unit level curriculum), and also the latest 2013 curriculum. In this case, textbooks must follow the subjects used by the government.

In the teaching and learning process, teachers are required to pay attention to the learning material used in class. Textbooks are a form of printed material that is widely used as teaching material. They play a significant part in the teaching and learning process.<sup>4</sup> According to Tomlinson, Textbooks are fundamental learning resources that are frequently utilized by instructors and students.<sup>5</sup> Through the explanation above, textbooks play a very important role in the schoolroom. The majority of schools utilize textbooks as teaching

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<sup>2</sup> Jeremy Harmer. *How to Teach English* (United States: Addison Wesley Longman, 1998), 68.

<sup>3</sup> George A. Beauchamp, *Curriculum Theory* (Wilmette, Illinois: The KAGG Press, 1975), 7.

<sup>4</sup> Niken Wahyuningsih, "An Analysis of Reading Materials in Textbook English in Focus for Grade VII Junior High School published by Department of National Education". Vol. 01, No. 01, (2012), 2.

<sup>5</sup> Brian Tomlinson, *Materials Development in Language Teaching II*, (Cambridge: Cambridge University Press, 2011), 2.

resources. As a result, schools must be able to determine which textbooks are appropriate for their pupils. The researcher must share their thoughts on the problem. As a result, the purpose of this research is to assess the extent to which English textbooks fulfill high-quality textbook criteria.

For more details in this study, the researcher only focuses on solving one language skill, namely reading. This *Brilian* textbook is a book that contains a summary of the material, practice questions, assignments, and also activities that have been adapted to the 2013 curriculum written by Kusmana and published by PT Grafindo Media Pratama. It weighs 218 grams and has the GMP product number 230-08-19-026-0. The publisher of Kusmana's writings is known as a company that focuses on publishing textbooks targeting Indonesian students, which are elementary, junior high, and high school levels. *Brilian* textbook is specifically used for class VIII SMP. Kusmana is a writer who has written for a variety of levels, such as for the seventh until ninth grades of junior high school. Kusmana is known to have written books as a companion to main textbooks, as written on the cover of every book he has written. His writing is also only focused on learning English, making him having a specialty in English lessons. Kusmana provides *Brilian* textbook in the form of a digital book. Thus, it can be ordered and accessed online to be used by schools as textbooks in learning English, especially learning reading skills. This book also uses simple language according to the cognitive level of

students, the presentation also uses a coherent and integrative method so that easy to understand. Researchers are focused on dissecting reading because it is one of the most fundamental tools in daily correspondence, and the content of reading directly imparts knowledge from writer to reader, so it is important in shaping, changing, expanding, and organizing thoughts between them. Reading is also an action that applies some abilities to study reading texts to understand the substance of reading. Therefore, reading can be referred to as a movement to get data or messages conveyed in a structured language. A person is able to read, not only because of coincidence but also because someone learns and practices to read a text.<sup>6</sup>

## **B. Statement of the Problem**

Based on the background of the study and limitation of the problem, the analysis will be developed as follows: Do the reading materials in *Brilian* book for eighth grade meet the aspects of content, the aspects of presentation, and the aspects of language use and readability based on the good criteria of learning materials proposed by *Book Center*?

## **C. Objectives of the Study**

Concerning the statement of the problem, the researcher tries to answer whether the reading material in *Brilian* book for eighth grade meet the aspects

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<sup>6</sup> Ratna Sari Dewi and other, "Reading Interest and Reading Comprehension". Vol. 12, No. 01, (2020), 241.

of content, the aspects of presentation, the aspects of language use, and readability based on the good criteria of learning materials proposed by *Book Center*.

#### **D. Significance of the Research**

It is hoped that the results of this analysis will provide some theoretical advantages and also make sense for the parties to come.

1. Theoretically, this analysis has created a helpful and useful contribution in providing strategic analysis for the evaluation of teaching materials in English.
2. In practical terms, the results of this analysis are useful for:
  - a. Research workers will develop their data and skills in evaluating English textbooks.
  - b. English teacher, the results of the analysis will offer useful data for selecting and evaluating sensible textbooks to make decisions in the room.
  - c. Author of English textbook, the results of this analysis can make it easier for them to be more careful in developing English textbooks for students and will also be very responsive to the value of their content, correctness, suitability, and layout.
  - d. Other research, this analysis will also build individual perceptions of how to assess textbooks or different types of English teaching

materials. This analysis can also be used as a basis for additional analyzes in their research.

### **E. Previous Study**

At the time of writing this thesis, these are some previous studies related to this research, which can be described as follows:

1. Niken Wahyuningsih, English Education, Language and Art Faculty, Surabaya State University 2012 (An Analysis of Reading Materials in Textbook English in Focus For Grade VII Junior High School Published By Department Of National Education). The results show that the first semester English reading materials in the Focus textbook are inappropriate according to the quality English textbook standards proposed by Pusat Perbukuan, the Ministry of Education. Two non-conformities were found in the textbooks: (a) some reading materials that were not introduced in the textbooks; (b) there were no reading materials that could encourage the development of technology and art. The similarity between this research and the writer is the reading material and also the object of study (genre). While the difference lies in the data source, type of text, and data analysis in this study.
2. Mulyarti, English Education Department, State University of Makassar 2019 (The Analysis of Reading Materials in English Textbook based on 2013 Curriculum for the First Grade of Vocational High Schools). The purpose of this research is to describe whether the reading materials in the

English textbooks for the first-year students of vocational high school for the 2013 curriculum meet the aspect of content, language use, readability, and presentation proposed by Pusat Perbukuan, Ministry of National Education. The similarity between other researchers and writers is the reading material and also the object of study (genre). while the difference lies in the data source, type of text, and data analysis in this study.

3. Siregar, Nurul Hidayah. English Education Department, Faculty of Languages and Arts, State University of Medan, 2018 (The Analysis of the Reading Materials in “English on Sky 2” Textbook Based on School-Based Curriculum for Grade VIII Students of Junior High School). Tujuan penelitian ini adalah untuk menjelaskan kesesuaian bahan bacaan dalam Buku Teks Bahasa Inggris di Langit 2 untuk siswa kelas VIII SMP dan persyaratan Kurikulum Berbasis Sekolah ditinjau dari indikator, jenis teks, fungsi sosial, struktur retorika, dan kebahasaan. kualitas. Penelitian ini dimaksudkan untuk menjadi penelitian terdokumentasi dengan gaya penelitian kualitatif deskriptif. Bahan bacaan yang digunakan dalam penelitian ini diambil dari Buku Teks Erlangga English on Sky 2 yang diterbitkan pada tahun 2007. Based on the analysis of those aspects, it was discovered that the aspect of indicators gains 81.66 percent conformity, the aspect of Text types gains 66.66 percent conformity because the six text types required by School-based Curriculum are not all presented in

the textbook, the aspect of social function gains 37.5 percent conformity, and the aspect of rhetorical structure gains 100% conformity. According to the data, the total compliance between the textbook and the requirements of the School-based Curriculum is 77.16 percent. According to Nurgiyantoro's Criterion-Referenced Evaluation, this value is excellent. As a result, because this textbook has previously followed the directions and standards of the School-based Curriculum, it is acceptable for use by both instructors and students in English language education, particularly in teaching reading.

4. Meita Fitriyani. English Education Department, State University of Yogyakarta, 2016 (A Textbook Analysis Of "When English Rings The Bell" A Textbook For The Seventh Grade Of Junior High School). After all, this Textbook Analysis is a type of descriptive analysis method for determining a specific human communication in the form of written text. Each book's literary content was examined in three unique ways. Seventh, we conducted a frequency analysis. We were able to create frequency lists for each text as a foundation for cross-text comparison by using a reference frequency list produced from the British National Corpus (Leech et al, 2001). This research project seeks to determine what characteristics are required to create a good textbook. It must be compatible with Indonesia's current curriculum. As of today's curriculum in Indonesia, English lessons begin in this phase, the junior high school level. As a



result, the instructor should choose an appropriate textbook to teach as a Communicative Language Teaching as a beginning point level of learning English as a Second Language.

5. Rusda Ayu Syafniar. Department of English Education, Faculty of Tarbiyah and Teachers' Training of Syarif Hidayatullah State Islamic University Jakarta, 2014 (The Analysis of the Reading Materials in English Alive Textbook Based on School-Based Curriculum for Second Grade Students of Senior High School). The objective of this study was to describe clearly the conformity of reading materials in the English Alive textbook for second-grade students of Senior High School with the requirements in the school-based curriculum (KTSP). The research method was document analysis. The data were gathered from the English Alive textbook and the syllabus of English subjects for the second-grade students of Senior High School. After obtaining the data, the researcher analyzed the data from the reading material contents in the textbook with the requirements specified in the KTSP by calculating the score of the data from the analysis. The findings of this research state that 85.7% of text types in the textbook meet the text types specified in the KTSP, 87.5% of the reading indicators meet the indicators specified in the KTSP, 100% of generic structures and linguistic features meet the requirements specified in the KTSP. The total score for all aspects of reading material is 93%. It

shows very good as the criteria of conformity level. Based on the results, the reading indicators, reading text types, and features of reading text types (generic structures and linguistic features) English Alive textbooks are already developed by the requirements specified in the School-Based Curriculum (KTSP).

## **F. Research Organization**

This paper is arranged into three chapters, every chapter has some points to explain the chapter:

Chapter I Introduction, contains the background of study, statement of the problem, objective of the study, significance of the research, previous study, and research organization.

Chapter II Theoretical frameworks, this chapter is consists of the theorist from some experts who have conducted the research related to this research.

Chapter III Research methodology, contains type of study, research subject, research instrument, data collection and analysis technique, and trustworthiness.

Chapter IV Research Findings and Discussions, contains research findings and discussions.

Chapter V Conclusions and Suggestions, contains conclusions and suggestions.

