

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language becomes one of the important languages that is need to be learned by students. Therefore, teachers as educators must know what are the things that are important to the success of learning English. One of the important things in the process of learning English is textbook. Immanuel (in Keban, 2012) states that textbooks are key component in most language programs. Consequently, a good textbook will potentially become one of the good accesses of students in learning in the classroom.

Most teachers often use textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. Garinger (2002) points out, a textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself. In brief, as the main teaching materials, English textbook in English as foreign language (EFL) classes play very important roles to facilitate language acquisition in classrooms.

In addition, Muchlis (2015) state that English textbook is a resource that is most commonly used in the process of teaching English. So, using the textbook in teaching and learning English is very important,

because textbook provides good guidance and includes materials required by the teacher. By using textbook, teachers and students know easily what lesson will be learnt so that they can make preparation related to the materials before they come to class.

Nowadays, many textbooks are easily produced and distributed to schools by offering a relatively affordable price. Unfortunately, until now there has not been much research that discussed the quality of textbooks. Even, in Sumatera Utara Province, there is no team dedicated to reviewing the quality of English textbooks. Directly proportional to this fact, ironically there are many teachers who adopt textbook without knowing whether the book is indeed feasible to use or not.

Because of this fact, an analysis of the textbook is very useful to know the quality of the textbook. The analysis of the textbook would yield insights as to its suitability; whether it actually did what it claims to be doing and whether it accomplishes its set goals. It is therefore important to examine whether it corresponds to the learners need of the particular situation, whether it promotes communicative language, learner autonomy, make use of problem solving approaches and whether it allows for differentiate instructions (Anjaneyulu, 2014). Cunningsworth (1995) explain that textbook analysis and evaluation is useful in teacher development and helps teachers to gain good and useful insights into the nature of the material.

Here, the existence of this research is important in order to see more about the quality of the books, focused on “Look Ahead” published by Erlangga that is widely used by schools. Erlangga Publisher is chosen because since 1952, it has been participated in improving the quality of education by publishing books with current quality of production for high schools, which are more than two hundred titles of books have been published, including textbooks (Erlangga, 2016).

So that by this research, it's expected that teachers should know about the quality of textbook which is used then will be able to give proper treatment to the book itself. It means that teacher can adopt, adapt or maybe delete material.

This research will analyze the suitability of English Textbook “Look Ahead” published by Erlangga as a teaching material with the EFL evaluation criteria which is taken from “Quick-reference checklist for evaluation and selection” by Cunningsworth.

B. Problem of the study

Based on the background of the study above, the formulation of the research problem as follows:

1. How are those Cunningsworth's criteria fulfilled by English Textbook "Look Ahead"?
2. Which criteria level is fulfilled by English textbook "Look Ahead"?

3. Objectives of the Study

The objectives of the research are:

1. To find out how those criteria are fulfilled or not by English textbook “Look Ahead”.
2. To determine criteria level meet by English Textbook "Look Ahead".

4. Scope and Limitation of the Study

The textbook that will be analyzed in this research is English textbook for first grade of Senior High School “Look Ahead” published by Erlangga. There are many textbook evaluation criteria; however this research will focus on EFL textbook evaluation criteria “Quick-reference checklist for evaluation and selection” by Cunningsworth.

5. The Significance of the Study

This research, which is focused on the analysis of the quality of textbook, is expected to give some benefits theoretically and practically. Theoretically, this study is expected can be used as a reference for those who want to conduct a research on analyzing English textbook that is suitable with the EFL textbook evaluation criteria.

In addition, the study practically is expected has two kinds benefit, first result of the study will give some information and large knowledge to the readers about the textbooks which are consistent with the EFL textbook evaluation criteria. And the second result of this study will be

useful for teacher to select the appropriate textbook, which is based on the EFL textbook evaluation criteria.