

CHAPTER I

INTRODUCTION

A. Background of the Study

This section reviews the background of the research that explains the problem in the field. This research aims to analyze the reading materials on English textbook: *Bright* textbook for seventh-grade students of the junior high school. The textbook has a major influence on students' learning activities used in the classroom. It influences the student's ability in their skills (such as reading skill, speaking skill, writing skill, and listening skill).

According to Graves (2000), it is not surprising that some teachers use a textbook as the backbone of their English subject methods for teaching. In line with Riazi (2003), a textbook plays a very crucial role in language teaching and learning. Apple (1986 cited in Gordani, 2010) estimated that students spend at least 75 percent of their time in the classroom using a textbook. It means that teachers relied a lot on the use of the textbook in the teaching-learning process.

However, a teacher has to choose a textbook carefully because it is one of the learning materials which are commonly used. Tomlinson (2011) stated that a textbook is the main learning material which is usually used by teachers and students. Therefore, a teacher should consider the materials on the textbook which are used in the classroom. The materials should be related to the learners' needs. Teachers can use a textbook based on student's needs to support the teaching process. Teachers use the textbook as their primary resource in their

teaching. In another situation, a textbook can be served as a supplement to the teacher's instruction.

Richards (2001: 254-255) states the advantages of textbooks are (1) providing structure and a syllabus for a program; (2) helping to standardize instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing.

Based on the preliminary study, the material on the textbook that students used does not fulfill the learning needs, especially in reading materials. According to Richard (2001), textbooks are used in different ways in the language program. For instance, a reading textbook might be the basis for reading skills, providing both sets of reading texts and exercises for skills practice. Alyousef (2005) stated that reading seems like interactive process between a reader and a text which is lead to reading fluency. It assumed that reading is not a passive skill because it needs many times to practice and exercise. In contrast, the textbook that student used in researcher's classroom insufficient to provide them.

Nowadays, textbook becomes a universal element of English learning and teaching. It seems incomplete for a teacher without using a textbook. Regarding the importance of textbook, Sheldon (1987) suggest that textbook has many advantages in language learning environment. Textbooks are helpful because the material covers and provides an organized unit of work for both the teacher and students. The teachers must decide and use the best textbook which is suitable for learners' needs. Teachers should consider that a textbook is in line

with students' age and also pays attention to the subjects that are familiar with students' goal in their classes. They should also believe that the textbook of the course can support instructional needs of learners.

There are several research results regarding the analysis of textbook, MansyurahSadiqah. (2016) analyzed an English textbook entitled 'A Content Analysis of English Textbook "When English Rings a Bell" used in First Grade Junior High School based on Curriculum 2013. The result showed the textbook met the criteria of a good EFL 3 textbook that was categorized as adequately relevant to good EFL textbook criteria. Moreover the researcher choose "BRIGHT" as English textbook because this book adopt newest Indonesian curriculum standard. With the guidelines included in curriculum 2013, it is important for a textbook used to be in conformity with the base competence, KD listed in the current curriculum and rubric assessment from education national standard board, BSNP.

From the previously, the researcher is interested to studying about the analysis of English Textbook in school. The researcher conducted the research of English textbook at MTsN Siabu which is located in Medan- Padang Street Km. 53, Huraba, Mandailing Natal, North Sumatera.

Before conducted the analysis, the researcher has observed in this school. The researcher conducted interview with English teacher and classroom observation during the English teaching learning process of reading. The researcher conducted interview with English teacher at 8th January 2019. The researcher asked,"buku teks apa yang ibu gunakan untuk mengajar reading? The teacher said, " pada saat mengajar reading saya menggunakan buku teks "*Bright*"

An Interactive English Course for Junior High School Students Year VII". Then the researcher asked again," apakah menurut ibu buku teks ini sudah memenuhi criteria sesuaidengan BNSP khususnya dalam materi reading? The teacher said," menurut saya buku teks ini sudah cukup memenuhi criteria dan materi reading pun didalamnya cukup menarik dan mudah dipahami".

The result of interview, the the teacher said that to teach of reading, she uses English textbook "*Bright*" *An Interactive English Course for Junior High School Students Year VII*".

Based on the above discussion, therefore, in this study the researcher is interested to observe English textbook "Bright" at seventh grade by using descriptive qualitative approach. Thus, the researcher will conduct the research entitled" **The Analysis of Reading Materials on Textbook *Bright* for Junior High School at Seventh Grade Students**".

B. Problems of The Study

1. Do the English textbooks meet the criteria of a good textbook suggested by BSNP and were they relevant to 2013 Curriculum?
2. How are those criteria fulfilled by English textbook "BRIGHT" that published by ERLANGGA based on the requirement of the curriculum 2013?

C. Objectives of the Study

From the problem of the study above, this research is expected to reveal the result, as follows:

1. To discover whether or not the English textbooks analyzed met the criteria of a good textbook suggested by BSNP and whether they were relevant to 2013 Curriculum.
2. To find out how those criteria were fulfilled or not in English textbook "BRIGHT" that published by ERLANGGA based on the requirement of the curriculum 2013.

D. The Scope of the Study

The scope of the study is to analyze of reading materials on *Bright* textbook for the seventh-grade students of the junior high school. The data is analyzed by Pusat Perbukuan. This researched employed semi-structured (Cresswell, 2012) to get the information from guided questions with the freedom to answer the questions based on their opinion towards the reading materials on the textbook.

E. Significance of the Research

The result of the research was expected to give some theoretical and practical advantages for the following parties.

- a. Theoretically, the research gave beneficial and referential contributions in delivering general knowledge of the way to evaluate English instructional materials.

b. Practically, the result of the research was beneficial for:

1. The researcher, he could give a practice in developing his knowledge and skill in evaluating English textbooks.

2. English teachers, the result of the research could provide helpful information in selecting and evaluating good textbooks before making decision to use it in the classroom.

3. English textbook writers, the result of the study might help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, language correctness and appropriateness, and layout of the book. Other researchers, the study could give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for further research.