

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Textbook is one of learning instruments used in the classroom during the teaching and learning process. Textbooks not only help teachers in preparing materials for teaching, but also help students to understand the material provided by teachers because we can find many materials in the textbook to support learning and teaching activities. The teaching and learning process will not going well without textbook. Teachers will have struggle to give the lesson to the students, and students will have struggle too to comprehend the materials given by the teachers.

Regulation of the Minister of National Education (2008) describes that a textbook is a mandatory reference book used in schools that contains learning material in the context of improving faith and piety, character and personality, ability mastery of science and technology, sensitivity and ability, aesthetic, physical, and health potential, and is compiled in accordance with National Standards Education. According to Yulianti (2011) states that a textbook is an instructional instrument that provides subject-specific knowledge and content that is efficiently organized in textual form and significantly contributes to the teaching and learning process.

Textbooks have the potential to transform information and life values in accordance with the study material given in the textbook as a source of learning. Textbooks are books that include systematic explanations of material concerning specific subjects or fields of study that have been chosen to be assimilated based on specific goals, learning orientations, and students' growth (Muslich, 2010).

Following the advice of several experts on textbooks, the researcher concluded that a textbook is an important written material that helps teachers and students as a media of learning source that contains materials and exercises that help students follow the lesson during the teaching and learning process in the classroom. Students' ability to understand the subject is also improved by the contents and tasks that presented in the textbook.

Textbooks are inextricably linked to the realm of education since they are utilized by teachers and students in the classroom to carry out teaching and learning activities. Despite their traditional status, textbooks can contribute to and play an important role in the learning process.

Textbooks assist in presenting students with printed information and materials. Textbooks not only include learning material, but also graphics that can explain the relevant subject, allowing textbooks to be used in conjunction with or instead of other learning media.

A decent textbook should adhere to the curriculum of an educational system, which is based on the needs of students at various levels. The curriculum in Indonesia has changed multiple times. The 2013 curriculum

is the one that is currently being used in Indonesia. The 2013 curriculum replaces the 2006 Curriculum known as *Kurikulum Tingkat Satuan Pendidikan* (KTSP). Curriculum is significant in the educational system because it is a vehicle for teachers to impart knowledge (transfer of knowledge) to students.

According to UU No. 20 Tahun 2003 about National Education System, the curriculum is a set of plans and arrangements for the objectives, content, and learning materials, as well as the methods used to organize new learning activities to achieve certain educational goals (*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu*). As a result, the curriculum is both a national education plan and a guideline that governs the goals, contents, learning materials, and teaching-learning techniques.

Every textbook is unique, as we all know, because there are numerous publishers who offer books in a variety of styles and situations. It could be different from the textbook's cover, title, contents, and price. However, it cannot ensure whether or not the quality of the textbook meets the standards for good textbooks. Teachers should choose a textbook carefully for their students' learning and teaching activities. Evaluating textbooks is a method of determining whether or not they have a good criteria textbook. That is why it is critical to evaluate textbooks.

Wahab (2013, p.56) cites a number of reasons why teachers should analyze or evaluate the textbooks. The first reason is to adopt a new textbook for teaching or learning purposes. The next purpose is to determine the unique strengths and weaknesses of existing materials in order to take appropriate action. The last reason is that it may be advantageous to teachers' professional development. According to Richards (2011) the goals of evaluation are to focus on how well the book performs in the classroom, to provide feedback on how well the textbook functions in the classroom and to aid other teachers in utilizing it, and to retain a record of the adjustments that we made to the textbook.

There are a variety of evaluation checklists that can be used to determine whether an English textbook is a good textbook or not. The researcher chose Cunningsworth's theory to evaluate the English textbook in this study. There are eight evaluation checklists for analyzing the textbook, according to Alan Cunningsworth (1995). The following topics are covered: aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration.

*English Skills for the Future* is an English textbook used by MAN 1 Medan students in the eleventh grade. This English textbook is based on the revised edition of the Curriculum from 2013. It is expected to be an ideal textbook that meets eight evaluation checklists particularly in the language content portion which covers grammar, vocabulary, pronunciation, structuring, and social situations. Because one of the most significant

checklists in the "content language" part can assist students improve their English skills.

The researcher observed one of the eight checklists which is the language content from the first chapter in an English textbook page 5, as preliminary data. Table 1 shows the preliminary data. 1.1

Table 1.1 List of Language Content Materials in English Textbook

No.	Language Content	English Skills or the Future
1	Grammar	√
2	Vocabulary	-
3	Pronunciation	-
4	Structuring and Convention Language	√
5	Matched to Social Situation	√

Grammar, structure, and social setting are all covered in the first chapter of the English textbook, as seen in the table above. Meanwhile, elements for vocabulary and pronunciation are not included in the first chapter of the English textbook. It signifies that the English textbook does not meet Cunningsworth's criteria for a good English textbook. Naturally, there is a discrepancy between expectation and reality in this English textbook. The researcher decided to go further into the English textbook because of this issue.

In this study, the researcher only focus to analyze the evaluation checklists of good English textbook that provided in the English textbook entitled *English Skills for the Future* based on Cunningsworth's theory. Cunningsworth's theory was used by the researcher since it includes all aspects of an English textbook, including specific evaluation checklists that must be completed in order for it to be regarded a good textbook for teachers and students in the classroom.

### **B. The Problems of the Study**

Based on the background of the study, the research problems of this study is formulated as follows:

1. What evaluation checklists are realized in the English textbook entitled *English Skills for the Future*?
2. How are the evaluation checklists realized in the English textbook entitled *English Skills for the Future*?

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

Based on the problem of study, the objective of this study is formulated as follows:

1. To find out evaluation checklists that are realized in the English textbook entitled *English Skills for the Future*.
2. To describe how the evaluation checklists are realized in English textbook entitled *English Skills for the Future*.

#### **D. The Scope of the Study**

Based on the explanation about textbook and due to many theories in evaluating textbooks, this study is limited the problems as follows:

1. The researcher would evaluate the English textbook entitled *English Language Skills for the Future* which used by eleventh grade students at MAN 1 Medan. The English textbook would be evaluated generally.
2. The English textbook would be evaluated using eight evaluation checklists of good English textbooks based on Cunningsworth's theory. They are aims and approaches, design and organization, language content, skills, topics, methodology, and practical consideration. This study is not consider about HOTS and LOTS questions from reading material that provided in the English textbook.

#### **E. The Significances of the Study**

The results of this study is expected to be useful theoretically and practically as the follows:

1. Theoretically, the results of this study can help people who desire to conduct a study on textbook evaluation of English textbooks using Cunningsworth's theory.
2. Practically, the findings of this study will be used by:
  - a. English teachers as a guide to selecting an English textbook for use in the classroom.

- b. Curriculum planners should take into account the learners' learning styles when teaching English.
- c. Textbook authors, which may assist them in generating more careful English textbooks for students.
- d. Other researchers can serve as a resource for future research in this area.

