

CHAPTER I

INTRODUCTION

A. Background of the Study

A textbook is an important component of the educational process because it gives teachers and students alike access to organized materials. Textbooks have evolved into essential educational tools. They can be widely used as a teaching tool by educators and a learning tool by students. Books are a popular way for teachers to learn how to educate students effectively. Cunningsworth (1995) stated that using a textbook was helpful because most of the goals and objectives were already prepared in the exercises based on what the students needed to learn. Textbooks help teachers prepare materials to achieve class goals and help students meet their learning needs.

According to Sheldon (1987), a textbook is a piece of published literature created specifically to aid language learners in developing their linguistic and communicative skills. If the teacher uses appropriate and high-quality textbooks during the teaching-learning process, they may effectively teach the topic and develop close relationships with the students. Textbooks are the most significant element in the learning process because they may be used in various contexts and assist students' critical thinking. Without a textbook, an English teacher cannot instruct the class since it allows the teacher to impart knowledge while the students are still acquiring it.

If the teaching-learning process is guided by an appropriate textbook, both inside the classroom and outside, the teacher may teach the content effectively (extracurricular class in the classroom). If teachers and students use reputable textbooks that supply and support the necessary material, they can enhance their communication ability in a better way.

Many English textbooks are readily available on the market, all of which feature colorful covers, good layouts, and appealing artwork. But, the sheer amount of textbooks available makes it difficult for teachers to select the best one. Based on O'Neill (1982), textbooks are typically considerate of students' requirements, even when they are not created with them in mind, cost- and time-effective, and they may and should allow for adaptation and improvisation. A teacher must use caution when choosing a textbook. The content of the English textbook has a significant impact on what the teacher will teach and what the student will learn. The teacher will undoubtedly run into issues if the textbook is either too complex or too basic for the students. There's a chance that the textbook's information won't be accessible to students. If they use accredited textbooks that supply and support the material needed, they will be able to communicate more effectively.

According to Cunningsworth (1995), before deciding to use a textbook in the classroom, it is advisable to set goals and objectives and consider the effectiveness of the textbook in preparing materials. Inappropriate textbooks can overwhelm students with repetitive exercises, be too expensive for them, and interfere with

their right to meet their educational needs. For these reasons, the selection of textbooks for use by teachers is relatively important. Textbooks must be consistent with the current syllabus, school syllabus, student needs, and teaching goals and objectives. To ascertain a textbook's quality, it is required to have a textbook evaluation.

There are much research has been done on textbook evaluations to improve and modify textbooks to achieve the standard teachers and students need. Sheldon (1988) claims that no list of general characteristics can be truly applied to all teaching and learning contexts without significant modifications; however, the majority of these standardized evaluation checklists contain comparable elements that can be used as a helpful starting point for ELT practitioners in a variety of circumstances. He devised a checklist to assess the book's content from all angles, including its graphics, presentation, authenticity, and adaptability. The bibliographic details, purposes and goals, topic content, vocabulary, grammar, exercises and activities, book layout, and physical look of the book were all highlighted in Skierso's (1991) book evaluation checklist text.

To ascertain the relationship between the content, learning objectives, learner needs, and the learning process and to pay attention to the skills in the textbook, Cunningsworths (1984) developed an evaluation instrument. He makes it abundantly clear that the knowledge base of grammar, lexis, etc., and the skill base of speaking, listening, reading, and writing should go hand in hand and should help students develop their ability to use English as much as they help

them develop their knowledge (explicit or not) of the English language system. As a basic quick-reference checklist, some of the most significant general criteria for evaluation and selection are aim and approach, language content, skills, and topic.

Until now, textbook evaluation has always relied on highly-valid expert-created checklists. Textbook evaluation checklists are tools that offer descriptions of well-taught and effective material. Checklist developers should consider practicality considerations in addition to validity and reliability. A checklist, for example, should be cost-effective. According to Cunningsworth (1995), "To avoid drowning in a sea of details, it is crucial to keep the number of criteria and questions employed to manageable proportions." (p. 5). When utilized for evaluation reasons, a precise and succinct checklist is faster and saves a lot of time and money. Cunningsworth (1995: 3) presents a basic fast reference checklist for the most significant general criteria for evaluation and selection purposes. According to Cunningsworth (1995), impressionistic evaluation is done by briefly analyzing the book's cover and looking for the book's merits and faults. In-depth evaluation can provide information on numerous topics from the textbook, such as activities in the syllabus the textbook's relationship to the teacher's needs, and the relevance of the textbook to the needs of the teacher. This is the benefit of employing Cunningsworth's theory when analyzing textbooks.

Cunningsworth's theory, known as the Analytical Framework for Materials Evaluation, can provide benefits in book analysis. This theory is designed to help evaluators evaluate textbooks or teaching materials based on certain criteria. Here

are the benefits of Cunningsworth's theory in book analysis. First, Systematic Evaluation Framework, Cunningsworth provides a systematic framework for evaluating textbooks. This helps ensure that all important aspects of the book are considered and assessed comprehensively. Second, Attention to User Needs: The theory emphasizes the importance of paying attention to the needs and characteristics of the users of the book. Evaluation based on Cunningsworth's theory helps ensure that the textbook is appropriate for its target audience, be it college students, primary school students, or teachers, Content and Structure Evaluation: Cunningsworth's theory helps the evaluator in evaluating the content and structure of the textbook. This includes assessment of the relevance and clarity of information, visual presentation, organization of material, and level of difficulty. Fourth, Selection of Relevant Materials: In book analysis, Cunningsworth's theory can help in selecting materials that are relevant and appropriate to the learning objectives. Evaluation based on this theory ensures that the material presented in the book supports the achievement of the desired learning objectives. The last is the Development of Evaluation Skills: Using Cunningsworth's theory in book analysis can help develop evaluation skills. Systematic evaluation of textbooks through this framework enables the development of the evaluator's analytical and critical skills.

The government of Indonesia provides books as mandatory learning resources in schools. The books provided by the government are intended for national scale purposes and are designed for the general conditions of students in

Indonesia, but they do not address the specific needs of each school, which may differ. Teachers use government books without considering the books' suitability with the competencies, the correctness of the material, the suitability with the recommended approach, and the suitability with the assessment used. Given this fact, deciding whether the textbooks used by teachers are appropriate is important. Students can improve the productivity of their English skills by studying high-quality textbooks.

Reading ability is one of the most important skills that students, particularly those learning English, must have in the twenty-first century. Students will learn a lot of topics they didn't know previously by reading because English can be used to translate many various types of information from other languages. Learning new material, vocabulary, meanings of diverse words, connotative words, and critical analysis are all necessary for reading. Readers engage in reading activities and use them to learn knowledge that will be communicated by the author through words or a text (Tarigan 2008:7). There are seven reasons to read: to gather information, to understand the major ideas, to organize thoughts, to conclude, to categorize, to assess, and to compare and contrast. Reading is crucial because it helps students develop their overall English language proficiency, as well as their ability to think in English, increase their vocabulary, and write more effectively (Mikulecky and Jeffries, 2004). It can also be a good way to gain new ideas, facts, and experiences. As a result, reading skill has been viewed as something critical to master, which can help students enrich their understanding of the English language as long as they comprehend the text. The textbook that will be used to

teach reading must be carefully chosen by the teacher, integrating student requirements and interests until informal selection as a choice becomes a factor in choosing reading materials because students usually read material that interests them.

Reading involves communication between the reader and the text on both sides. When attempting to understand a written text, the reader must undertake multiple simultaneous tasks: decoding the message by identifying the written signs, interpreting the message by giving the string of words meaning, and lastly understanding what the author's aim was. The writer, the text, and the reader are all involved in this process. Reading is therefore one of the linguistic abilities that individuals should possess to communicate effectively in English, and it is essential to comprehend the information in the text and interpret its meaning..

According to Hutchinson and Waters (1994, p.108), reading materials in an English textbook often include texts, dialogue, or other information data and are essential to a reading session. Materials should be created to guide students toward a communication activity where they can apply the unit's subject matter and language skills. This allows learners to apply their existing knowledge and skills. Every student usually has difficulty comprehending a long or dense text in the reading section. When they are bored, they have difficulty understanding the text. Some aspects must be considered when preparing the material. The writer emphasizes the reader's level of interest as well as the reading objectives.

Based on the researcher's initial observation by interviewing English teachers about English textbooks used for grade 10 students of SMA S HKBP Sidorame. The government provides a "Bahasa Inggris" textbook for grade 10 students, published by the "Pusat Kurikulum dan Perbukuan Balitbang.Kemendikbud." According to data from the textbook, the reading material is not suitable for the student's needs. The students found that they had difficulty understanding and comprehending the material because the text in their textbooks was very general. As a result, they were less motivated to learn English. Students' reading skills are also poor, this can be seen when learning in class students find it difficult to understand the material that has just been learned or read. When reading a text, students find it difficult to know what the text means. When learning in class, it is often found that students are not serious about learning and feel bored during English learning.

For the reasons stated above, the researcher used Cunningsworth's 1995 textbook evaluation to analyze reading materials in the textbook "Bahasa Inggris." The researcher is inspired to carry the study with the title "An Analysis of Reading Materials in English Textbook Used at the Tenth Grade Based On Cunningsworth Theory."

B. The Problems of the Study

Based on the description of the background of the study above, the research question for this study is "How are those Cunningsworth's criteria fulfilled by Reading Materials in English textbooks utilized the tenth-grade students ?"

C. The Objectives of the Study

The study's objective is to determine whether the Reading Materials in the English textbook used in the tenth grade meet those criteria.

D. Scope of the Study

The scope of this study is restricted to the analysis of reading materials from the English textbook entitled *Bahasa Inggris* used by the tenth-grade students published by Kemendikbud and utilized in SMA Swasta HKBP Sidorame, which employs Cunningsworth Theory. The material to be analyzed consists of 7 chapters.

E. The Significance of the Study

The benefits of this study are as follows :

1. Theoretically

The theories in the Senior High School textbook analysis "Bahasa Inggris" can be supported by this study. Practically

2. For Teachers

English teachers will find this study helpful in choosing English textbooks and determining whether the reading contents are understandable and appropriate for their students.

3. For Students

Because the teachers will have already understood how to select an engaging textbook for the teaching-learning process, the students' reading motivation will increase.

4. Other Researchers

It is hoped that this research will serve as a beneficial resource for other academics who are interested in doing related studies.

