

CHAPTER 1

INTRODUCTION

A. Background of The Research

Textbooks are learning materials commonly used in teaching and learning process. It is not surprising that they often become the only materials in the classroom. This fact happens for several reasons. First, textbooks are relatively easy to find and are more commercially provided. Second, it provides a guide or a road map for the learners which offer expected behaviors that they have to perform (Crawford in Richard and Renandya, 2002). Third, textbooks help teachers to prepare the lessons (Brown, 2000). Fourth, they can also become a flexible syllabus for teaching learning process in which teachers can easily modify based on the students' needs.

In Indonesia, textbooks play an important role in the national education system since it reflects the change in Indonesian curriculum system. Once a new curriculum is implemented, a number of textbooks are published. In response to this, the government has made some laws in the form of regulation for designing, using and evaluating textbooks. The government then published the list of textbooks which is considered appropriate to be used in the teaching learning process.

Although the government has released the list of appropriate textbooks, an analysis of an English textbook is seen as an important thing to be conducted.

This is because teachers show a dependency toward textbook in the classroom. According to Fitria (2011), textbook is one of many materials which is most frequently used in teaching and learning process. Teachers relied a lot on the textbooks available in bookstores. Somehow, they are lack of creativity or have some difficulties in creating their own materials. Consequently, teachers are required to analyze textbooks to determine what actions that they need to take. In principle, they should decide whether to adapt, adopt, reject or supplement the textbooks.

Teachers' dependency on textbooks has stimulated the publishers to publish commercial English textbooks with various qualities. Consequently, there are textbooks having a good and poor quality commercially available in the market. The fact that there are various qualities of commercial textbooks on the market is therefore undeniable. Good textbooks are usually widely adopted by teachers as they have a good content, language aspect, presentation technique, and visual appearance. In contrast, poor textbooks have some problems on the aforesaid aspects. In other words, they do not meet some or most of the criteria of a good textbook. In order to examine the quality of certain textbooks can be done by examining the content of textbooks by using some EFL criteria checklists.

Lathif (2015) analyzed the appropriateness of textbook used by English teachers based on the criteria of good textbooks. In the study, the textbook was analyzed based on the criteria from *Pusat Perbukuan* and also

from other ELT expert's criteria such as Byrd in Celce-Murcia (2001: 416), Cunningsworth (1995:15-17), Ur (1996: 185-186) and so on. It showed that the evaluation is too large because it used so many criteria checklist from some ELT experts. He spent much time to analyze them. But the strengthen of his theses result is he was successful to analyzed the textbook. He found the relevancy of the textbook with the good textbook based on the ELT experts' criteria and with the Pusbuks' Criteria.

While in this study, the researcher is motivated to analyze the appropriateness of an English textbook that widely use for the twelfth grade of senior high school to find out whether the book considered relevant to EFL textbook criteria or not.

B. The Problem of the study

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

1. How is the quality of the English textbook?
2. How is the fulfillment of the EFL criteria on the the English textbook?

C. Objective of the study

1. To find out how is the quality of the English textbook
2. To describe the fulfillment of the criteria on the English textbook.

D. Significance of the study

The study is expected to have both theoretical and practical perspectives.

1. Theoretical Perspectives

This research is expected to be useful as a reference for the next researcher who wants to conduct a research on analyzing a textbook that is suitable with EFL textbook evaluation criteria.

2. Practical Perspectives

a. For the teachers

This research will be useful for the English teachers to help them select the appropriate textbook.

b. For textbook publisher

To give the textbook publishers some useful information to be used to develop the next English textbook that is considered relevant as an EFL textbook.

E. The Scope and Limitation of the study

The textbook that was analyzed was an English textbook entitled *Bahasa Inggris* used by the twelfth grade of senior high school. And using EFL textbook criteria checklist based on Ur (2009).