

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In Indonesian's educational system, textbooks were considered as the main components of the curriculum. They determined the content, the methods, and the procedures for teaching and learning in the classroom. They also provided a systematic syllabus for teachers to follow in teaching a certain subject. In Indonesia, the textbooks were designed by the authorized publishers based on the latest curriculum. Once a newly invented curriculum was launched by Indonesia's Minister of Education, Culture, Research and Technology article, number 22 of 2022, concerning standards, book quality, process standards and rules for manuscript acquisition, and process standards and rules for book publishing, there are four aspects of standard textbook quality, namely material standards, presentation standards, design standards, and graphic standards. A recent curriculum which had been launched by the Indonesian government started to implement a new curriculum called "Merdeka Curriculum" or "Independent Curriculum", a new textbook was also published to support the success of the learning and teaching process were the Merdeka Curriculum.

A textbook selection can be made by considering several aspects. English textbooks usually cover topics related to language skills, such as vocabulary, grammar, pronunciation, and other related materials (Cunningsworth, 1995). Textbooks offer learners exercises and activities to help

them practice and implement what they have learned. English textbooks should be well-organized and tailored to meet the learners' needs. They play an important role in English Language Teaching (ELT) by serving as a structured and comprehensive resource for teaching and learning English. These textbooks assist teachers in preparing lessons and provide a variety of exercises and activities to motivate and assist learners in their language learning progress. The Merdeka Curriculum program is expected to make a recovery in learning that offers three characteristics, including project-based learning in developing character and soft skills in line with the Pancasila student profile, focusing on main or essential materials, and a more flexible curriculum structure, and a program that is expected to make a recovery in learning. Furthermore, Cunningsworth states that, "No coursebook designed for general market will be absolutely ideal for your particular group of learners." Consequently, the teachers have to confirm and evaluate whether or not the content of the textbook is appropriate with the instructional objective, the students' level and the students' need before the textbook itself is used by the students and the teachers during the English teaching and learning process in the classroom. There are many aspects in the textbook that need an evaluation such as the layouts of the textbook, the exercises, the instructions in the textbook, the teaching materials, and many else.

The quality of those aspects could influence the students' outcomes and the students' motivation in the learning process. Until this study was done, our ELT curriculum was in the transition process from School-Based Curriculum to

Curriculum of 2023. Curriculum of 2023 remained very new for both teachers and students and remained in the development process. To analyze whether a particular textbook is appropriate as a learning source in the classroom or not, so the textbook evaluation is useful to be conducted. Meliawati and Hamied (2020) analyzed content in the English textbook used for tenth-class student entitled “Buku Teks Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X”, which resulted that the selected English textbook being categorized as “good”. The English textbook gained an average score of 90% of the seven criteria the National Education Standards Board suggested. Furthermore, the selected textbook is relevant to the curriculum of 2013, so it can be used as one of the learning and teaching resources. Rahmawati (2018) stated in her textbook research "Primary Language as a Second Language" that language has suitable materials. It resulted that the textbook has fulfilled objective of the lesson, facilitate teaching learning process, exercise, and vocabulary. However, by referring to the textbook criteria by experts, the selected textbook needs improvement. It is caused by several shortcomings, namely pair/group work activity and vocabulary materials.

While, another research by Kinasih (2014) analyzed in the English textbook entitled “Pathway to English” resulting in terms of content, Pathway to English is lacking in terms of interpersonal texts, relevance of number of lessons to the school year, relevant pictures, personal skills development, and promoting local potential and equity. On the other hand, it is relevant to Curriculum of 2023 because it has presentational activities and texts and

activities for character building. On the other hand, Pathway to English for Senior high School for Grade X has achieved the standard of fair textbook because the achievement is 67%.

There was a theory to take into account related textbook evaluation as Cunningsworth (1995) stated in research by Faris (2014) that there are three types of materials evaluation: Pre-use evaluation, in-use evaluation, and post-use evaluation. Pre-use evaluation might be implemented when there is no actual experience of using the book for teachers to draw on. In use evaluation refers to textbook evaluation whilst the materials are in use. Post-use evaluation provides retrospective assessment of a textbook's performance and can be useful for identifying strengths and weaknesses, which emerge over a period of continuous use. Related to the problems above, the objective of this analysis is to know about how much a textbook meets requirement of a good EFL textbook. The result of this research is expected to be useful information to help the teacher to evaluate whether the selected materials have already matched with the young learners' needs or not, so that they can have some decision to improve the students' English competence for better future.

## **B. Delimitation of the Study**

The English textbook's analysis is fully important if we want to describe the Evaluation of Textbook and Good Textbook. The researcher determines the size of the study only to tenth grade. In addition, the researcher focuses on the textbook evaluation that are being used in the textbook and finding the quality of the textbook.

### **C. Research Questions**

Based on the background, the problem of this research can be formulated as ‘‘How does the English textbook by Erlangga for the tenth grade of senior high school meet the criteria of good textbook in the textbook evaluation that Demir & Ertas suggest?’’

### **D. Purposes of the Research**

The base of the research background and the purpose of the study are stated to describe the English textbook by Erlangga for the tenth grade of senior high school meet the criteria of good textbook in the textbook evaluation that Demir & Ertas suggest.

### **E. Significance of the Study**

The researcher chooses to have of this study expecting to contribute both theoretically and practically go to:

#### 1. Teacher

Teachers need to analyze the book used to make sure that whether the book is suitable for teaching or not. Teacher also can make some preparations before teaching their students by analyzing the book that will be used because teacher have known contain of the book very well. So, teacher can make some changes for materials if there are some mistakes or unsuitability on the textbook. This study will be beneficial for teacher who do not know how to know whether textbook that they use in teaching is good or not and teacher can choose the best book which is appropriate with curriculum Merdeka. Also, this study will provide a simple and an easy analysis in analyze a textbook, so every teacher can easily make a textbook analysis without any difficulties and mistakes.

## 2. Further Researches

According to the research study, the researcher can provide an information on the content of a good English textbook. Further, the future researcher can analyze an English textbook to know the quality of the English textbook and can use this research as reference material.

## **F. Definition of Key Terms**

Definition of key term is written to make a similarity opinion, so there is the same understanding between the reader and the researcher.

### 1. English Textbook

A textbook is one of the many kinds of instructional materials used in learning used by school and college.

### 2. Curriculum

A curriculum is known as a set of planning implemented in education. Curriculum refers to the teaching strategies, instructional goals, learning experiences and assessment techniques prepared and implemented in education. Simply, it can be also said a curriculum is a concept that is used as a reference in the learning process.

### 3. Textbook Evaluation

Textbook evaluation is a representative of a textbook that involves measuring a set value of learning materials. Textbook evaluation emphasizes the needs of the learner or student of the materials and makes subjective judgements about their effects.