

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Learning resources are always needed in every learning activity. Learning resources can increase learning success, provide wider information, and make it easier for students to master learning materials. Sufanti (2016: 56) states that learning resources are external to the student and can be understood as any kind of source of information that enables or facilitates the student's learning. Effective learning can occur if important learning resources are available. Learning resources are one of several components that must be prepared by the teacher during the learning process. Learning resources include important needs that can be a source of information, a source of tools, teaching materials, and other needs needed in learning (Musfiqon, 2012).

Learning resources include everything that is made for learning purposes, by providing a learning experience for each student. Effective learning can occur if the necessary learning resources are available, according to the student's situation, and the applicable curriculum. The learning process must occur in both directions. This agrees with Sitepu, (2014) that the learning process occurs because of the interaction between students and learning resources. The selection of learning resources must have educational values that can change the attitudes and morals of students. In addition, the selected teaching materials must be able to encourage teaching and learning activities.

In the process of teaching and learning English, many aspects can affect students' learning outcomes. These aspects can arise from pre-educational and post-educational processes during lessons. All processes are required in the role of teacher. Teachers must design the curriculum, materials, and educational processes in the classroom. Richards

(2001) claims that: Whether teachers use textbooks, institution-provided materials, or their own materials, classroom materials generally serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. A teacher needs many tools, one of them is an English textbook. Teachers believe that English textbooks help provide material for their students. Indonesia also uses English textbooks as a resource to help teachers provide teaching materials. According to Tomlinson (2011), textbooks is the tools of the teachers used to teach learners. Awasthi (2006) provides a more detailed definition, stating that textbooks are teaching and learning materials that both teachers and learners rely on in the teaching and learning process'. From this, it can be concluded that a textbook is a resource for teachers and students in the teaching and learning process (Dilla, Damayanti & Hati, 2017).

According to Cunningsworth (1984), textbooks are books written by experienced and well-qualified people, and the material is usually carefully tested in real classroom situations in pilot studies before publication. The textbooks are used in the teaching and learning process in English classes. Indonesia has used textbooks in education for many years. Hutchinson and Torres (1994: 317), textbooks provide information to the classroom in the form of texts, activities, explanations, etc. Teachers and students will benefit if textbooks are used in the teaching and learning process (Harmer, 2007).

The textbooks are considered an important part of most classrooms. Serves as ready-made texts and assignments at a suitable level for most classes. It is also part of the syllabus containing study materials. It is often used to convey knowledge or skills. The educational process provides a general framework for teachers to follow the syllabus, provide examples, and practice specific themes of language content. This allows students to simulate using the language before actually using it. Tomlinson (2003) states that textbooks are guides for teachers and students, maps of what they do and have done. The textbook guides teachers

to construct different activities in the classroom and to design language assessments of the activities conducted. The textbooks are an essential part of language education.

Good English textbooks were usually not only visually appealing and well-prepared, but they also met the standards of a good English textbook. There are a number of criteria proposed by multiple experts that can be used to evaluate course books. These criteria have been used by many experts to evaluate EFL textbooks, including Sheldon (1988), Grant (1987), Cunningsworth (1995), (Jahangard, 2007), and (Harmer, 2007). In addition, Indonesia has an institution named *Badan Standar Nasional Pendidikan (BSNP)* whose tasks, among other things, is to analyze textbooks and assess the quality of textbooks used. BSNP has several criteria to assess the adequacy of textbooks used in the learning process.

There are several textbook publishers in Indonesia and have produced several titles of textbooks. The textbook should contain the primary tools for carrying out the previously compiled curriculum. However, some have not yet met the curriculum standards. In fact, it is quite difficult to obtain an English textbook that is well-stocked and suitable for the curriculum. Although many high school English textbooks are said to have been published and created based on the core skills of the 2013 English Syllabus, not all of them actually adhere to his 2013 English Syllabus. Ministry of Education and Culture of the Republic of Indonesia Grade 10 English Textbook is one of the English textbooks for high school students published in 2017 by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI).

Therefore, the Kementerian Pendidikan dan Kebudayaan Republic of Indonesia (Kemendikbud RI) Grade 10 Bahasa Inggris textbook is popular in Indonesia. By analyzing a specific textbook entitled Bahasa Inggris Textbook, Grade 10 by Kementerian Pendidikan dan Kebudayaan Republic of Indonesia (Kemendikbud RI), the Bahasa Inggris Textbook, Grade 10 by Kementerian Pendidikan dan Kebudayaan Republic of Indonesia

(Kemendikbud RI) By analyzing the textbooks, it is already a suitable book to support students' learning ability based on the characteristics of good textbooks. A good textbook gives teachers a general framework for following the syllabus, giving examples, and practicing specific topics of language content. Moreover, students can learn English more easily. This allows students to simulate using the language before actually using it.

## 1.2 Problem Identification

Based on the observation in senior high schools in Tabanan Regency, there were several problems identified as follows.

1. Teaching English done mostly based on the textbook (textbook oriented). It was lack of the teacher to create self-materials. The textbook showed the exercise was less appropriate to senior high school level. It was dominantly about written skill and less of oral skill concerned.
2. Method of teaching English followed the sequence of the materials in the textbook. The teachers did not applied special or specific to teach the students.
3. The English teachers also used additional book or students' worksheet which was more concerns on the exercise. Some parts showed that the materials were not found the Curriculum 2013 revision 2017.
4. The teachers did not study firstly the textbook before giving them to the students. Actually, there were various choices of textbook provided by the government, but the teachers chose them randomly.
5. The teachers were more concerned on teaching reading than other language skills. It was because the textbook were dominantly taught it. Even though, each language skill had its own time allocation the syllabus.
6. Most of the teachers could not finish all the books based on the target in each semester.

7. Most of the students got bored with the teaching English which as only textbook oriented.

### 1.3 Problem Limitation

It was impossible to research all the problems identified, hence the problems was limited as follows.

1. The content of the textbook. Here, *Bahasa Inggris* Textbook of 10<sup>th</sup> Grade by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud RI)* was analyzed because it was mostly used by the teachers in Tabanan City.
2. The response of the students toward the textbook used in their English lesson.

### 1.4 Research Question

Based on research background, problem identification and problem limitation, the research questions can be formulated as follows.

1. How is the content of *Bahasa Inggris* Textbook of 10<sup>th</sup> Grade by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud RI)* viewed from Brown's criteria of a good text book?
2. How is the students' response to *Bahasa Inggris* textbook of 10<sup>th</sup> Grade by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud RI)*?

### 1.5 Research Objectives

Based on research questions, the research objectives can be formulated as follows.

1. To analyze the content of *Bahasa Inggris* Textbook of 10<sup>th</sup> Grade by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud RI)* viewed from Brown's criteria of a good text book.
2. To analyze the students' response to *Bahasa Inggris* textbook of 10<sup>th</sup> Grade by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Kemendikbud RI)*

## **1.6 Research Significances**

Significance of this research can be viewed from theoretical and practical perspective.

They can be explained as follows.

### **1.6.1 Theoretical Significance**

This research enriches the references of education or teaching, especially in terms of textbook quality. It gives views that textbook selection should be based on curriculum and students' need. Furthermore, it can be bases for further research or to complete the previous research.

### **1.6.2 Practical Significance**

Practically, this research has significance to several stakeholder concerning on education.

1. English Teacher. This research can be a reference for English teachers to select a good English textbook for their students. This research helps teachers review the textbook before they use it in the classroom.
2. Publisher. This research served as the foundation to design new data materials suitable for the students. It is important to develop this project because we will have the possibility to offer the students with more suitable materials according to their specific needs.
3. The Others. This study develops an understanding of the usage of textbook and its functions in many ways. It helps others know and are interested in studying English textbook.