BAB I

INTRODUCTION

1.1 Background of Problem

In this current era, there are a lot of textbooks that are used for teaching and learning. A textbook is an essential component of a learning system because a textbook is one of many materials and a teaching guide. Learning textbooks are vital in prioritizing and utilizing them as a companion for students to develop their thinking power. A textbook is used to explore science, technology, & art and present material about a scientific discipline and as a means to help students learn (Brown, 2001). Both students and teachers use a textbook as a learning syllabus. It assists in teaching and gives instructional guidance. Textbooks can be used as a learning medium to help teachers deliver and develop learning materials and provide a framework for teaching program activities (Callender & Daniel, 2009). A teacher is granted the authority to select the textbook used in the teaching and learning process, and the textbook must be appropriate for students (Ben, 2013). Choosing a textbook is expected to encourage students to think and do positive things in learning. One way to determine the quality of a textbook used in a learning system is by analyzing the textbook. A textbook analysis is an investigation activity, study, examination, and research of written materials containing learning resources by relevant standards and qualifications (Hall & Valentin, 2005). A learning textbook must adhere to educational goals, instructional needs, and curriculum. In addition, books must also motivate students, display attractive graphics, consider linguistic variables, encourage student activity, including reading materials and exercises (Lauren, 2011). This matter is relevant to the directorate of general secondary education in (*Permendikbud,* 2016), which states that a textbook is a collection of writings that are made systematically, containing a particular subject matter, which is prepared by

the author using the applicable curriculum reference. In Indonesia, the current curriculum is the 2013 curriculum, which is known as K13.

The main principle of curriculum development in 2013 is a competency-based curriculum and has three aspects of assessment; knowledge, skills, and attitudes & behavior. *(Permendikbud* No. 2 of 2008) Textbooks at the primary and secondary education levels must be assessed for feasibility by the BSNP (*Badan Standar Nasional Pendidikan*) before using teachers or students as learning resources in the teaching and learning process. It is required to have a textbook that has passed the BSNP assessment. Furthermore, (*PP.* No.19 of 2005) the appropriateness of the textbook's content, language, presentation, and graphics is assessed by BSNP and stipulated by ministerial regulation. Even so, the reality is that there are textbooks that are still very diverse in quality. It follows the researcher's interview results with several English teachers who applied the 2013 curriculum in junior high school to obtain information about the suitability. Based on the results of interviews that have been conducted, it turns out that the textbooks used at school still have shortcomings, especially in the use of old editions. One of them is "English Grammar Book, Round-Up."

Meanwhile, (*PP. No.* 19 of 2005) and Ministerial Regulation (No.22 & 23 of 2006). The criteria for a good textbook are books that can be used for at least five years, both in terms of content and physical book. The five years are intended to accommodate meaningful changes in the development of science and technology and the consideration of economics for users. Conditions, as mentioned previously, should not be allowed to continue. So we need a solution to dig up information about the quality of the textbook's content, whether the textbook is suitable for use as English teaching materials, and the applicable curriculum.

The researcher chose this research because the researcher is interested in doing a content analysis of this textbook entitled "English Grammar Book, Round-Up." After all, this textbook has been revised three times. The first publication was in 1993, the second was in 1995, and the last was in 2003, and it is still being used in a school even though it has been more than five years.

There are some researchers related to this research. Some researchers researched content analysis and textbooks; The first study is from Maria, Lauren, Hana & Erikson's research (2021), entitled "Content Analysis of When English Rings a Bell Students Textbook." This research aims to analyze material relevance in psychomotor and cognitive. Based on the 2013 English Curriculum of competence in a Textbook of the eighth grade of junior high school, English rings a bell". The textbook analysis consists of Simpson's and cognitive domain of taxonomy that focuses more on material relevance. The result of this study is the cognitive domain in textbooks materials is relevant to the 2013 curriculum, and it is appropriate to the psychomotor domain. Second, the study is from Kurnia, & Riyadi's (2018) research, entitled "Content Analysis of Competence and Scientific Approach in English Textbook." This research aims to determine whether the book reflected the competence and approach of the 2013 curriculum and describe the pattern attribution of competence and scientific approach in the textbook. The research method applied was a qualitative content analysis study under textbook evaluation by document analysis and interview. The result showed that the materials match each item of core and basic competence. The scientific approach stages were presented implicitly through the activities in the book. For the pattern attribution, attitude competence was incorporated in all activities through all scientific approach stages in this book. Knowledge competence was mainly found in the exploring and observing set. Meanwhile, The communication set has the highest level of skill competency.

Third, this study is from Anisa Novita Sari (2019), entitled "An Analysis of Textbook Entitled Headline English Published by Skrikandi Empat of Seventh Grade of Junior High School." This research aims to know the quality headline English textbook of seventh grade meets the criteria of a good textbook based on BSNP. This research result is the quality of a textbook based on BSNP. The score is 93.75%. It means that the quality is excellent. Fourth, the research by Fahmawati Isnita Rahma (2013), entitled "An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP. This research aimed to know and explain whether the content in the textbook is suitable and appropriate with the content standard of BSNP or not. Fifth, this study is from Rizky Akbar (2016) entitled "An Analysis of Selected Eleventh Grade English Textbook." The purpose of the research is to determine the extent to which two selected eleventh-grade English textbooks are appropriate in terms of content based on the BSNP framework for textbook evaluation. The finding showed that both textbooks were suitable for range based on the BSNP framework for textbook evaluation. Sixth, Khoirunnisah's (2018) Research, entitled "Content Analysis on English Textbooks For SMP/MTS." The purpose of this research is to investigate a good textbook as suggested by Cunningsworth. The study's findings found significant differences in each category, but there are some similarities in the content of the books in some cases. Seventh, this study is from Irfan D.Cahya, Cucu Sutarsyah, & Ujang Suparman (2016) entitled "The Evaluation of English Textbook Entitled Stop Bullying Now." The purpose of this research is to analyze the eleventh grade of senior high school English textbooks as well as its strength and weakness based on the standardization of good book criteria from Litz's and BSNP in terms of content and presentation eligibilities. For collecting the data researcher used questionnaires from BSNP. There were three steps in analyzing the data; reduction, data display, and conclusion drawing or verification. This research showed some weaknesses of this textbook; this textbook had no balance language skills among writing, speaking, reading, and listening.

Based on the research problem above, the researcher conducted a study entitled "CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK." this research focuses on the textbook's content with relevance to the 2013 curriculum and the BSNP textbook qualified standard to be used as teaching materials for teaching English.

1.2   Research Questions

There are two formulations of the question in this study, they are:

1.   Is the textbook entitled "English Grammar Book, Round-up" qualified for teaching English?

2.   Is the textbook entitled "English Grammar Book, Round-up" relevant to teach English based on the 2013 curriculum and BSNP textbook qualified standard?

1.3   Research Objective

This research analyzes the textbook's content, whether the textbook content is qualified for teaching English and whether the textbook is relevant to teaching English based on the 2013 curriculum and BSNP textbook qualified standard.

1.4   Research Significances

This research is expected to be helpful for readers, especially English teachers, as it provides information about the importance of doing content analysis before making decisions about choosing a textbook as a learning source and material. It can be applied following the completion of this research. There are two primary outcomes or significance of the results of the study. They have theoretical and practical significance;

1.4.1   Theoretical significance

The research is expected to contribute to teachers' knowledge of choosing textbook content based on the 2013 curriculum and BSNP textbook qualified standards, especially in English lessons.

1.4.2. Practical Significance

This study was determinedly conducted to positively contribute to English teachers, students, and other researchers. Teachers are expected to be selective in choosing textbooks as learning materials, so teaching and learning goals can be achieved as well as possible and suitable for the curriculum and objectives of education. Students are expected to be more active learners; they should practice, think individually, help each other, respect other opinions and enjoy themselves during the lesson. This research is expected to encourage other researchers to conduct research dealing with content analysis in other textbooks.

1.5 Research Scope

The researcher develops the scope and limitations to focus on the specified research problem. The researcher concentrated on the textbook's content in relevancy to the 2013 curriculum, and the BSNP textbook qualified standard for use as teaching material for teaching English.

1.6 Definition of Key Terms

Some concepts are defined both conceptually and operationally to avoid misunderstanding specific terms used in this research.

1.6.1 Conceptual Definition

1. Textbook

   A textbook is a book that provides descriptions of information concerning certain subjects of fields of study that have been organized systematically by professionals and chosen based on learning objectives and orientation (Sarem, 2013)

2. Content Analysis

   Content analysis is a study of a document's written or visual contents for summarizing and reporting written data (wallen N.E, 2001)

3. The 2013 Curriculum

The 2013 curriculum is a set of plans with objectives and learning materials used as guidelines to prepare students to live as faithful, productive, creative, innovative, and contribute to society, nation, and state life (Sahiruddin, 2013).

4. The BSNP Qualified Textbook Criteria

BSNP is a professional and impartial organization to develop, monitor, and evaluate national education standards. One of BSNP's responsibilities is to evaluate learning textbooks' content, language, presentation, and graphics (BSNP, 2020)

1.6.2   Operational Definition

1. Textbook

A textbook is a teacher's aid in establishing a teaching approach, and it is a tool, source, and learning media that helps explain material and implement the curriculum (Lailatul K, Angga T, 2018)

2. Content Analysis

Content analysis is a process of summarizing, describing, and reporting the content of data and writing data (Cohen L, 2007)

3. The 2013 Curriculum

The 2013 curriculum is a curriculum that equips students with the broadest possible learning experience to develop attitudes, skills, and knowledge (Kemdikbud, 2013)

4. BSNP Standard Qualified Textbook Criteria

BSNP revealed four qualified textbook criteria: content feasibility, presentation feasibility, language feasibility, and graphical feasibility (Kembikbud, 2017)