

CHAPTER I

INTRODUCTION

A. Background of Study

Language is communication tool for all people. Human beings are social creatures who need each other. As a human to interact with other people have to use language. Many languages in the world, but there is one of the most using English language. The purpose of the teaching English in Indonesia is to develop the communication skill especially in four language skills (listening, speaking, writing, and reading). One of the factors to develop the success of students in English skill especially in school environment by using textbook.

A textbook is one many kinds of instructional materials used in teaching and learning process. Brown (1994) states that “The presence of a textbook is necessary to support teaching learning process”. Textbook as instructional material in teaching is very important in teaching and learning process. Without textbook, teaching learning process will be not well organized. Textbook also support the teaching learning process to be systematically, effectively and efficiently.

Cunningsworth (1995) states textbook provide educational text, which can be used as source of the material. In fact, the textbook is main source material used in teaching and learning process. Textbooks play a very important role for the success of teaching and learning. Richards (2001)

states textbooks provide objectives for the teaching process. Some forms of materials, such as printed material, non materials, and materials that comprise both print and non print sources.

In Indonesia itself, using a textbook is a must for every school to support the learning process. The Ministry of Education in Indonesia has designed a guide book for every course. The government is clearly called for each learner has a textbook in order to achieve the learning process. Textbook for student can be called student book.

The teacher needs to know the students' ability in mastering the material given. The important for an English teacher to know the worthiness and usefulness of English textbook so that can provide quality textbook appropriate the students' need and students' ability to support the teaching and learning material so that the process will runs out well. The teacher can teach the material well if there is an appropriate textbook guiding the teaching learning process.

As the sign of this statement, prophet Muhammad SAW said

حَاسِبُوا أَنْفُسَكُمْ قَبْلَ أَنْ تُحَاسَبُوا، وَتَزَيِّنُوا لِلْعَرْضِ الْأَكْبَرِ

In this hadits narrated by Tirmidzi, Prophet Muhammad SAW said that we should do self introspection before instropecting others. Related to this research, introspection also means evaluation, in teaching and learning process, textbook evaluation is important to be done as the teaching material in order to improve the quality of the teaching and learning .

Before using the textbook, it is important for the teacher or an institution selects the book which has good quality and appropriate for the students' need in classroom.

There are some usefuls guidance in approaching any material that is good textbooks to guide the learners in doing exercise, as follows. As Cunningsworth (1995) emphasizes that "no coursebook designed for a general market will be absolutely ideal for particular group of learners". That means textbook analysis is really needed to evaluate the textbook which has been published. Textbook analysis will give evaluation and the publisher can create better edition.

In evaluating textbook, there are some approaches which can be used. The focused on the quality of this textbook based on Cunningsworth's theory. Cunningsworth (1995) differentiates two approaches between impressionistic overview and in-depth evaluation. Impressionistic overview is an evaluation approach which evaluates the book from general impression of the textbook just by looking through it and getting an overview of strengths and weaknesses and no significant features which stand out. Cunningsworth suggests that an in-depth evaluation is necessitated, because in depth evaluation can give detailed information in evaluating textbook and can lead the teacher to choose the proper textbook for their teaching and learning.

In this study, the reasons of the researcher choosing the book entitled "*Think Globally Act Locally*", this book is used by some school in Banjarmasin and this book based on the Curriculum 2013

from the government. The second reason was this book is a newly produce as a recommendation for the textbook reference spreading out through the ninth grade of Junior High School Students. The textbook "*Think Globally Act Locally*" is prepared the government in order to implement the Curriculum 2013. This textbook was compiled and studied by various parties under the coordination of the Ministry of Education and Culture, used in the early stages of implementing the 2013 curriculum.

Based on the the explanation above, the researcher want to describe the quality of English textbook entitled "*Think Globally Act Locally*" according to criteria for textbook evaluation by Cunningsworth. In this reseach, the textbook entitled "*Think Globally Act Locally*" textbook for ninth grade of Junior High School published by KEMENDIKBUD RI. There are several reasons why the researcher chooses the textbook entitled "*Think Globally Act Locally*". First, the textbook entitled "*Think Globally Act Locally*" is this book is used by some school in Banjarmasin one of books suitable with the Curriculum 2013. Second, there is school which still used this textbook as only one teaching material .

Based on the background information above, the researcher is interested to analyze the content of textbook. The researcher is interested in conducting research entitled; **"An Analysis on English Textbook "*Think Globally Act Locally*"Recommended by KEMENDIKBUD Based on Textbook Evaluation by Cunningsworth"**.

B. Statement of Problem

Based on the background above, this study is designed to answer the question “How is English textbook entitled “*Think Globally Act Locally*” according to criteria for textbook evaluation by Cunningsworth?”

C. Objective of Study

Based on the research question, the objective of the study is to find out the appropriateness between the English textbook and criteria for textbook evaluation by Cunningsworth.

D. Significance of Study

The results which are going to be achieved in this research are expected to contribute:

1. For Teachers

The researcher hopes this research can enrich and enlarge the information about the characteristics of a good textbook to used in classroom. This research probably becomes the reference in choosing appropriate textbook which are suitable with students' ability.

2. For Future Researcher

Hopefully this research will provide information and give good contribution for teaching learning process.

E. Definition of Key Terms

To avoid misunderstanding towards the title of this research, the writer will describe the key terms as follows:

1. Analysis

Analysis is defined as the focusing study of an object to decide the quality and study the features of the object. In this research, the researcher analyzed a textbook. Textbook analysis is defined as the focusing study to decide the quality and study the features of a textbook and as a way to describe all content of the textbook.

2. English Textbook

The English textbook is instructional material in the form of print as the source of material for teacher and students on learning process. The textbook which analyzed in this research is English textbook used by ninth grade student of Junior High School entitled "*Think Globally Act Locally*" recommended KEMENDIKBUD written by Bachtiar Birma M, Yuniarti Dwi Arini, and Prasetya Adhi Wardana. The material of the book based on the Curriculum 2013 and published by Intan Pariwara.

3. Cunningsworth's Theory

There are two types analysis by Cunningsworth: Impressionistic Analysis and in depth analysis. Impressionistic analysis analysing textbook package based on the several aspect such as, cover, content material, developable learning activities, organization of the book and

layout. In-depth analysis is the analysis that obtains detailed information on the various items in textbooks, such as syllabus outlines with the needs of learners. Based on Cunningsworth's theory in-depth analysis have five aspects to be analysed, aims and approaches, language content, design and organization, language skills, and practical consideration

