

CHAPTER I

INTRODUCTION

A. Background of Study

In teaching and learning process, the presence of media or tools have important role for the achievement of the goal which is to clarify the materials presented. Nowadays, there are many appropriate methods and adequate media to make learning and teaching process easier for students. Textbook is one of many materials which are most frequently used in teaching learning process. As mentioned in the Holy Qur'an Surah An-Nahl: 44.

بِالْبَيِّنَاتِ وَالزُّبُرِ ۗ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

The verse above indicates that *Adz-Dzikra* (the Holy book of Islam) has the role as a media in explaining everything to all human being especially Muslims. It implies book is one of useful tools that can be used in teaching learning activities. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. A course book plays an important role in teaching; it facilitates students in learning activities because a course book offers advantages which constitute useful resources (Cunningsworth, 1995, p. 9).

To date, it is widely acknowledged that English for Academic Purpose (henceforth EAP), one branch of English for Specific Purposes (henceforth ESP) is highly significant for students when studying at university as they require specific knowledge for the language learning in the academic context. In EAP course, achieving main goal of learning both language and study skills are needed. Selecting EAP Course book which is suitable for Islamic students is not an easy job to handle. There should be appropriate materials and topics as learning source for both learning English along with learning Islamic knowledge. EAP course book play a significant role in a language teaching since it is very useful in helping the students learn the language in Islamic environment and this can be very motivational. Also it helps teachers give guideline on what to be conveyed in a language classroom.

Moreover, the material that has always been in the textbooks is reading text. There are four language skills that should be mastered in order to acquire a good command of English, they are listening, reading, speaking, and writing. Out of all those skills, reading is one of the most important skills in second language. The reading material itself has different types of genres. The importance of learning genres has received a remarkable attention in the teaching of English in Indonesia. Devitt (2004) as stated by Rozimela (2014, p. 460) believes that by having genre awareness, the students are able to communicate in English at ease as they understand the intricate connections between contexts and forms, to

perceive potential ideological effects of genres, and to discern both constraints and choices that genres make possible. Acknowledging the genre of a text means knowing how the text is organized, what linguistic feature of the text, the topic of the text, and also what function of the text. Therefore, having different genre of reading texts in textbook is considered as good material to extend learners' acquaintance of English.

A component that has a significant role in improving learners' reading skill is vocabulary. Vocabulary as part of material and an indicator that is used for students' reading comprehension (Kirana, et al., 2018, p. 95) can be a problem for students at universities who are studying English for Islamic Studies (EIS) since they are not familiar with that study field. The pedagogical usefulness of word lists has been related to the argument that frequency information is important in language acquisition (Hamied, et al., 2019, p. 48).

Recognizing the vocabularies that are most frequently used in the textbook make students easier to comprehend reading texts. Acknowledging the importance of word list in ESP textbook, this study also investigates the distribution and frequency of the vocabulary as part of material in textbook. Nation (2001) classified vocabularies into four groups based on their frequency of occurrence in texts. The first is High Frequency Words (HFW), Academic Vocabulary, Technical Vocabulary and Low Frequency Words. This present study focuses on the first

category, High Frequency Words which occur in any text in any language the most frequent.

There have been studies on this topic such as from Isya' (2017), Syaifulloh (2014), Sholihatun (2011), and Kirana, et.al (2018). They stated that the analysis and the evaluation of existing textbook hold a very essential role in developing new textbooks process. Isya' (2017) conducted an analysis of content in general English textbook for Junior High School students and analyzed it based on Curriculum 2013, BNSP and Pusbuk. Syaifulloh (2014) evaluated English for Islamic Studies textbook by M. Abdullah, et.al by interviewing 25 lecturers who teach using the textbook. Both of them wanted to find out whether the textbooks had fulfilled the criteria of how English textbook should be. Sholihatun (2011) also conducted a study on general English textbook for Junior High School focus on the genres of reading passage and proposed three genres that are narrative, procedure and report text. Kirana, et.al (2018) investigated top 100 words contained in the textbook and found out that word *the* took the first place around 1179 times.

None of the previous studies above evaluated English for Islamic Studies textbook by Prof. Drs. Djamaluddin Darwis, MA and none of them used Cunningsworth's theory and checklist. In analyzing the reading texts, this study proposed five different genres while the previous one only provided three of them. This study also exclude the *article* word (*the, a,*

and *an*) and *pronouns* and focus only on *verbs*, *adjectives*, *nouns*, and *adverbs* in compiling 50 words frequently used in the textbook.

Considering the above matter, the writer would like to conduct an analysis of *English for Islamic Studies* textbook used in English Education Department of State Islamic University of Antasari Banjarmasin. The textbook entitled “**A CONTENT ANALYSIS OF ENGLISH TEXTBOOK “ENGLISH FOR ISLAMIC STUDIES” USED IN ENGLISH EDUCATION DEPARTMENT.**” This book has been used in English Education Department classes at State Islamic University of Antasari Banjarmasin. The students and the lecturer always use it as the only main source in the class during every fourth semester students of English Education Department for English for Islamic Studies subject. It is arranged by an Indonesian lecturer, Prof. Drs. Djamaluddin Darwis, MA and published by Rajawali Pers. No one has evaluated the book yet. It is designed to acquire students’ Islamic needs, particularly for students at Islamic higher education. Thus, the researcher decided to conduct an analysis on it.

B. Research Questions

Based on the background of study above which is describing about reason why interested in this research. So the questions arise:

1. How are the language content, skills, and topics in the textbook viewed from the criteria of good teaching materials?

2. What kind of genre contained in the reading texts found in English for Islamic Studies textbook?
3. What are the top 50 words used in the reading texts of English for Islamic Studies textbook?

C. Objective of Study

The objectives of the study are:

1. To know how the language content, skills, and topics in the textbook are viewed from the criteria of good teaching materials.
2. To find out the kind of genre contained in the reading texts found in English for Islamic Studies textbook.
3. To find out the top 50 words which are used in the reading texts of English for Islamic Studies textbook.

D. Significance of Study

The result of this study is fully expected to give some theoretical and practical advantages for the following parties:

1. Theoretically, this study provides beneficial and referential contributions in giving general knowledge of the way to evaluate English textbooks.
2. Practically, the result of this study is beneficial:
 - a. For English teachers, the result of the study can provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.

- b. For the researcher, the research can give a practice in developing her knowledge and skill in evaluating English textbooks.
- c. For English textbook writers, the result of the study may help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, the language correctness and appropriateness.
- d. For other researchers, the research can give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also can be used as the foundation for the next research.

E. Definition of Key Terms

1. Content Analysis

In Oxford Learner's pocket dictionary (2010, pp. 90 & 13) defined that content is subject written or spoken about in a book, programme, etc. and analysis is a study of something by examining its parts. the term 'content analysis' can be simply defined as the process of summarizing and reporting written data – the main contents of data and their messages (Cohen, Manion, & Morinson, 2005, p. 475) Besides, it can be also defined as an analysis of the written or visual contents of a document (Wallen & Fraenkel, 2001, p. 167)

The contents here are focus on materials of language content that consists of grammar and vocabulary, the four skills which are listening, speaking, reading, and writing, the topics and genres of

reading texts, and also words that are used frequently in the textbook. Having genre awareness means the students are able to communicate in English at ease as they understand how the text is organized, what linguistic feature of the text, the topic of the text, and also what function of the text (Rozimela 2014, p. 460).

Therefore, what the writer means of content analysis in this study is examining and analyzing the materials (that has been mentioned) of textbook entitled “English for Islamic Studies” which is used in English Education Department of State Islamic University of Antasari Banjarmasin.

2. Textbook

A textbook is one of the many kinds of instructional materials used in learning. The textbook is usually succinctly written, tightly organized, and greatly condensed (John, 2007, p. 156). In this research, English textbook is defined as an instructional material in English textbook entitled “English for Islamic Studies” for Islamic higher education students.

3. English for Islamic Studies

English for Islamic Studies is an Islamic course book in English language which is used in English Education Department of State Islamic University of Antasari Banjarmasin and arranged by an Indonesian lecturer. The content of the book is about Islam which has 2 parts. The first part consists of 15 chapters which contains about the

pillars of faith and the second one and the second one also consists of 15 chapters which contains about the pillars of Islam.

4. English Education Department

English Education Department is one of a major in State Islamic University of Antasari Banjarmasin.