

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Nowadays books are everywhere. Libraries and bookstores are splattered all over college campuses and larger cities. Books have been an essential part of our daily lives since ancient times. Books have been used for telling stories, archiving history, and sharing information about the world; as the author Tuchman said, "Books are the bearers of society. History is silent, literature mindless, science disabled, thought and consideration at a standstill without books. Without books, the evolution of civilization would have been impossible." (1980, pp. 16-32). Although the ways that books made have developed, whether handwritten, printed on pages, or digitized online.

Books can describe and provide information to the reader, whether seen or not. Books provide endless knowledge, as the phrase "Books are a window to the world" means that books give people a broader perspective of the world. People will acquire knowledge through a book and can tell again to other people; therefore, people's demands for books remain timeless.

As stated to the Holy Qur'an Surah An-Nahl verse 44 as follows:

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

Based on the verse," 'We sent them' with clear proofs and divine Books. And We have sent down to you 'O Prophet' the Reminder, so that you may explain to people what revealed for them, and perhaps they will reflect." Moreover, this verse stated that books have many benefits for people who want to possess deep knowledge. It is one of the knowledge sources which is the most effortless to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter. Cunningsworth (1995, p. 9) stated that a coursebook plays an essential role in teaching; it facilitates students in learning activities because a coursebook offers advantages that constitute helpful resources.

In teaching and learning English, many aspects can change student learning results. These aspects can happen from pre-teaching preparation, while the teaching and learning process is in progress, or after teaching and learning. These processes need the teacher to perform an active role in the teaching and learning process. Teachers must create syllabi, materials, and teaching methods in class (Fakhomah, 2017). A teacher must prepare many things before the teacher teaches a lesson. Therefore teachers need media that can support teachers in providing teaching materials in class. Teaching materials are a crucial element in most language programs, whether the teacher uses a textbook, programmed material, or uses their

materials, instructional materials usually serve as the source for many of the language input learners experience and the language training in the classroom (Richards, 2001, p. 251).

As stated to the Holy Qur'an Surah Ibrahim verse 4 as follows:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ<sup>٤</sup>  
وَهُوَ الْعَزِيزُ الْحَكِيمُ

“We have never sent a messenger who did not use his own people’s language to make things clear for them. But still God leaves whoever He will to stray, and guides whoever He will: He is the Almighty, the All Wise.” Moreover, this verse state that learning a new language is not possible for us and we could used a textbook for learning a language. Textbooks are one of the most generally used types of learning material in language teaching. The textbook works as a medium that helps teachers provide a teaching and learning process; therefore, providing the teaching materials for each class will not waste lots of time. Students require a textbook to assist their learning, while teachers need a textbook as their teaching material. English textbooks help the teachers provide materials because teachers must give various materials creatively. The uses of a textbook are supposed to be helpful because most of the purposes and aims are already prepared in an assortment of exercises based on what students want to study (Cunningsworth, 1995, p. 7). The importance of textbooks in

the teaching and learning process makes it essential for the teacher to select a suitable textbook. Therefore teacher demands to be careful when choosing a textbook.

There are some categories to define a good book. First, the textbook should match to learner's needs. They should meet the aims and goals of the language learning program. Second, the textbook should include (present or future) which learners will make of the language, Select textbooks that support providing learners to use language efficiently for their goals. Third, the textbook helps learners to study in many ways. Fourth, the textbook should have a distinct role as a guide for learning like teachers; they intercede between the target language and the learner (Cunningsworth, 1995, p. 15). In addition, Good textbooks should not include as many strategies as possible; they should preferably improve cognitive and metacognitive approaches, which can help learners overwhelm problems in language learning and language use (Eva, Elena, 2017, p. 89).

In order to overwhelm problems in language use, learners should master the four skills of language learning. Four language skills are a set of four abilities that allow an individual to understand and produce spoken language for proper and effective interpersonal communication. These four skills are listening, reading, writing, speaking. There are two main parts of those four skills: productive and receptive. Listening and reading are

known as 'receptive' skills, while speaking and writing are 'productive' skills. The receptive skills are reading and listening because learners do not require to create the language; they acquire and understand it. These skills are occasionally known as passive skills. They can be a difference between productive or active speaking and writing skills.

The teacher will understand whether the textbook they use is suitable based on an in-depth evaluation. The proportion of language skills is also a factor in evaluating an English textbook. Evaluation will allow teachers to decide whether the language learning plan fits the learners' needs and interests or not. This decision will determine the quality of the textbook (Wibisono, 2013). The four language skills have not been implemented proportionally in the learning process: listening, speaking, reading, and writing. There is speculation in society that reading and writing skills have a significant proportion rather than the other skills (listening and speaking skills) in English. The speculation is that listening and speaking are smaller than reading and writing. For example, in the National Exam, especially in Senior High School, the students take more time answering their exam on reading the text than answering the question and writing skills. The people can see from the content of the National Exam (UN) subject that the dominant questions are reading because there is a lot of text such as narrative, descriptive, recount, and procedure text. In comparison, the other's skills have a minor portion (Wulandari, 2018, p. 41).

There have been analyses on this topic such as from Najwa (2021), Cynantia Rachmijati & Sri Supiah Cahyati (2020), Ihsan (2019), A. Retno Budiarty N (2016). They stated that the analysis and the evaluation of existing textbooks hold a crucial role in developing new processes. Najwa (2021) conducted a content analysis of the English for Islamic Studies textbook used in the English Education Department and analyzed it based on Cunningsworth criteria that focus on Language Content, Skills, and Topic. Rachmijati & Sri Supiah Cahyati (2020) analyzed language skills proportion in English textbook grade XI published by Kemendikbud 2014 and analyzed it based on Nation & Macalister criteria. Ihsan (2019) studied the English textbook used in Language Development Center and analyzed it based on Mukundan criteria. A. Retno Budiarty N (2016) conducted a content analysis of speaking materials in an English textbook for the first-grade students at Vocational High School 4 Makassar based on the 2013 Curriculum that focuses on Productive skills

None of the previous studies above evaluated General English textbooks by the Language Development Center at the University of Muhammadiyah Banjarmasin. One researcher uses Cunningsworth criteria to evaluate a textbook. Still, this study only focuses on two of eight criteria, while the previous researcher provided three of eight criteria. This study also researches the proportion of language skills in textbooks, the same as the previous researcher has done. Still, this study only focuses on one textbook while the previous researcher focuses on two textbooks. The

goal and aims of the English textbook "*General English*" are being able to understand a new language or foreign language, which means receptive skills (Listening and Reading), while the previous researcher focuses on productive skills (Speaking).

Based on the explanation above, the researcher wants to analyze the "*General English*" textbook used in the Language Development Center of Muhammadiyah Banjarmasin University. The textbook entitled: "**AN ANALYSIS OF ENGLISH TEXTBOOK BASED ON CUNNINGSWORTH'S CRITERIA**" The researcher found that the Language Development Center (LDC) in the University of Muhammadiyah Banjarmasin only uses one textbook named "*General English*." *General English* textbooks are divided into two parts, *General English 1* and *General English 2*, for teaching-learning activities. The researcher only uses *General English 1* as a source of primary data. No one has evaluated the book yet. This textbook is designed for students to acquire and understand a new language that they will learn. Therefore the researcher was curious and decided to conduct research on it.

## **B. Research Questions**

The research questions of this study will be presented as follow:

1. How are the language content and skills in the textbook is viewed from Cunningsworth's criteria of a good textbook?

### **C. Objectives of Study**

Based on the research questions above, this research is aimed to:

1. To find out how the language content and skills in the textbook are viewed from Cunningsworth's criteria of a good textbook.

### **D. Significance of Study**

The result of the study is expected to give significance as follows:

#### 1 Theoretically

Theoretically, the result of this study will answer the questions at the problems of the research and give a better insight into how to evaluate English textbooks.

#### 2. Practically, the result of this study is beneficial:

- a. For the researcher, the researcher can give skill in evaluating English textbooks.
- b. For English teachers, the result of this study can provide helpful information in selecting and evaluating good textbooks before deciding to use them in classroom practices.
- c. For English textbook writers, the result of this study hopefully helps them as feedback and inputs for improvement of the textbook.
- d. For other researchers, the research can provide information and consideration for the next study.



## E. Definition of Key Terms

To avoid misunderstanding the interpretation of the title, the researcher will explain the title.

### 1. Analysis

The analysis is an elaboration on the subject of the part and the study itself and the relationship between the elements to get a proper understanding and understanding of the overall meaning (LeCompte, M. D. 2000). The analysis that the researcher mention in the title specific is content analysis.

Content analysis is a research method for creating replicable and accurate inferences from text to the contexts of their use (Krippendorff, 2004, p. 18). Fraenkel and Wallen (2009) define content analysis as a method to support the researcher to find more about human behavior indirectly through an analysis of their communication (p. 472).

The content in this study focuses on materials of language content consisting of grammar and vocabulary, how to balance the four language skills: listening, speaking, reading, writing, and which are the most dominant skills among the receptive and the productive skills.

Therefore, what the researcher means of analysis in the title is content analysis. The purpose is to research and analyze the materials (that have been mentioned) of the English textbook "*General English*," which is used in the Language Development Center of Muhammadiyah Banjarmasin University.

## 2. Textbook

A textbook is one of the many instructional materials used in learning. A textbook is an instructional material that includes the content and material of the subject that is well organized in written form (Yulianti, 2011, p. 2). In this study, an English textbook is defined as an instructional material in the English textbook “*General English*” for a student at the University of Muhammadiyah Banjarmasin to acquire and understand a new language that they will learn.

*General English* is an English textbook published by the Language Development Center in the University of Muhammadiyah Banjarmasin to help students acquire and understand a new language as a source of instructional material. *General English* textbooks are divided into two parts, *General English 1* and *General English 2*, for teaching-learning activities. In *General English 1*, the textbook contained six units and finished in 3 months, while in *General English 2*, the textbook had five units and finished in 2 months. The researcher only used *General English 1* as the data of the research.

## 3. Cunningsworth’s Criteria of Good Textbook Evaluation

Cunningsworth (1995, pp. 3-4) Cunningsworth's checklist for textbook evaluation consists of eight aspects: aims and approaches, design and organization, language content, skills, topics, methodology, teachers' books, and practical considerations The total items of the

eighth aspect are 44 items. The unique feature of his checklist is using *Yes/No* questions, but in this study, the researcher only used two (language content and skills) of eight aspects.