

## CHAPTER I INTRODUCTION

### A. Research Background

Due to the global status of the English language, improving English is very important. Teaching English is a process that requires great effort from all participants. Textbooks are the most important element in the final process for curriculum goals and objectives.<sup>1</sup> Responding to globalization in Indonesia like other countries, treats English as a foreign language. In Indonesia, English is not only the main language, but is also used as a compulsory subject from middle school to high school. The Indonesian government has included English in the curriculum designed with established English language standards, which is the standard for composing English in the curriculum.

In connection with the introduction of this new material, various changes have occurred in several parts of education, especially in teaching materials. Related to these changes, teaching materials can be developed from various learning sources, one of which is textbooks. For the current curriculum, adaptability is a problem because English teachers tend to be very useful in using textbooks. A good textbook should describe the course that is applied. The two of them must maintain a strong relationship. The relationship between textbooks and schedules can be described as water and fish, or as two sides of a coin, two but one but one but two.<sup>2</sup> Goals and Curriculum must be the same, and curves must be maintained and completed must be provided.

Classroom teaching consists of three main elements: teachers, students, and lecture materials of course. Textbooks are synonymous with informational courses and student guides

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<sup>1</sup> Thotapally Anjaneyulu, *A Critical Analysis of the English Language Text Books in Andhra Pradesh India*, (Andhra Pradesh: University of Hyderabad, Gachibowli, Hyderabad, 2014) p. 814

<sup>2</sup> Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 2

and enrich their knowledge.<sup>3</sup> In the process of every learning activity, textbooks are not only a source of learning, but also teaching materials that are always needed by teachers and students. Although the development of information and communication technology (ICT) software and hardware has an impact on the field of education including learning media, in fact textbooks are still the main reference in the learning process in schools. Not surprisingly, for example, the 2013 course book procurement budget reached ± 172 billion rupiah.<sup>4</sup>

Curriculum designers must be careful when arranging textbook, especially higher thinking skills. Questions about higher order thinking should be included in the textbook. In class, the question as the teacher's answer is most often used one of the questions teaching skills to start a conversation in class.<sup>5</sup>

Government Regulation Number 32 of 2013 concerning National Education Standards Article 1 paragraph 23 stipulates that textbooks are mandatory reference books that can be applied in situations of increasing faith and piety, character and personality, as well as mastery of science and technology abilities.<sup>6</sup> Schools that contain learning materials, aesthetic sensitivity and abilities, physical and health potential, are prepared in accordance with national education standards. The books must meet the needs of students; serves as a reference, evaluates material, and helps educators carry out courses.

Writing textbooks that are in accordance with their functions, goals, and advantages is certainly enough to make

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<sup>3</sup> Dr. Mahmoud Sulaiman Hamad Bani Abdelrahman, *An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy*, (Yordania: Associate Prof. Curricula and Instruction Department, Al-Hussain Bin Talal University, 2014) p. 139

<sup>4</sup> Ministry of National Education, 2013.

<sup>5</sup> Dr. Mahmoud Sulaiman Hamad Bani Abdelrahman, *An Analysis of the Tenth Grade English Language Textbooks Questions in Jordan Based on the Revised Edition of Bloom's Taxonomy*, (Yordania: Associate Prof. Curricula and Instruction Department, Al-Hussain Bin Talal University, 2014) p. 139

<sup>6</sup> Fahmawati Isnita Rahma, *An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP*, (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 2

textbooks the right teaching material. Teachers and students do not need to worry about choosing learning resources to use. Of course, in choosing textbooks as learning resources, we must pay attention to certain things and parts of these learning resources.

As published on the website of the Curriculum Centre and Books of the Research and Development of the Ministry of Education and Culture, in order to provide quality and inexpensive textbooks and stimulate the interest of educators and students in education, the government has transferred the copyright of these textbooks to SD, SMP, SMA and SMK education units can be duplicated, copied, distributed, traded by any party, and can be obtained/downloaded for free.<sup>7</sup> In principle, qualification tests have been carried out on books purchased by the Ministry of Education and Culture. BSNP or a group formed by the Minister and subsequently stipulated by a Ministerial Regulation.

To have good English proficiency, in formal education, students are provided with a series of terms in the textbook as a reference or guide to how far they have to study. The textbook is written formally by the teacher himself, on the grounds that it is in accordance with the standardized curriculum. Teachers must be very careful when choosing textbooks that meet ESL (English as a Second Language) standards.

Teachers are also responsible for ensuring that teaching materials are provided for students and children. Based on its development and direction related to the achievement of appropriate learning outcomes. To choose a textbook teacher, at least two basic rules must be considered. Teaching and learning activities between teachers and students cannot be separated from the teaching material. Teaching materials are an important part of the implementation of teaching activities in the classroom.<sup>8</sup> Teaching materials must be produced in accordance with production conditions.

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<sup>7</sup> M. N. Arifin, *Feasibility Analysis of Contents English Textbook for SMP/MTs in Serang City*, (Banten: Sultan Maulana Hasanuddin Banten State Islamic University, 2009) p. 2

<sup>8</sup> Reni Nurdeani, *Analysis of English Learning Text Books based on Standard Writing of Lesson Text Book (Descriptive Research of English Textbooks*

It is hoped that textbooks have quality content in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of how easy or not teaching materials are understood by teachers and students, and are presented attractively. One of the factors determining student success in using textbooks is determined by the quality of the textbooks. High quality textbooks can provide optimal results in the learning process.

According to Government Regulation Number 19 of 2005 article 43 paragraph 5 in measuring the quality of textbooks, important aspects must be considered, namely the appropriateness of content, language, presentation and graphics.<sup>9</sup> If the textbooks used do not meet the criteria, it is feared that the students' understanding is different from the content of the textbooks. Therefore, as a teacher who uses textbooks, it is necessary to first analysing the content of the teaching materials in the textbook.

The need for textbooks is currently still a top priority in implementing teaching and learning activities. Textbooks are not only a main reference for students in learning, but also a reference for teachers in the learning process. For teachers who are not able or ready to make teaching materials based on applicable criteria, textbooks are a short solution for obtaining teaching materials.

Textbooks are one of the teaching materials that teachers and students can use to help the learning process in the classroom. Textbooks are an important element in the processing process. In teaching and learning activities, textbooks are the main source for teachers to guide them. Textbooks must contain elements that can be seen in the curriculum. However, choosing textbooks is difficult for teachers. Its implementation must be supported by teachers who are careful in selecting appropriate textbooks. Textbook evaluation must be seen from the relationship between

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*in Class III Layungsari State Elementary School, Cihideung District, Tasikmalaya City).....*

<sup>9</sup> Fahmawati Isnita Rahma, *An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP*, (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 3

textbooks and courses. In fact, there are tons of textbooks which to support the implementation of the 2013 curriculum, textbooks are not necessarily related to curriculum competency standards.<sup>10</sup>

The main source of textbooks used in English Curriculum in 2013 are teacher and student textbooks published by the Indonesian Ministry of Education and Culture (MECI) English textbook for ninth grade junior high school, entitled "Bahasa Inggris Think Globally Act Locally" is a textbook published for students and teachers.<sup>11</sup> It contains procedures and techniques on how to use student textbooks to teach English. At the same time, student textbooks are textbooks that are published for students. Contains material that will be studied by students. However, no one can guarantee that the contents of this book are related to the core and basic competencies of the 2013 Curriculum.

For the reasons above, the researcher analysed the student book entitled "*Bahasa Inggris Think Globally Act Locally*" based on the 2013 curriculum material, the relationship between core competencies and basic competencies. The significance of this choice is that the textbook has just been published, and its evaluation will be very important and valuable. This assessment can be used as a reference for revising the text and perfecting several aspects of the basic book and related materials.

Based on the description above, the researcher is interested in this problem and wants to make a paper with a title **"A Textbook Analysis of "*Bahasa Inggris Think Globally Act Locally*" for the Ninth Grade of Junior High School (a Case Study of First Semester)"**.

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<sup>10</sup> Fahmawati Isnita Rahma, *An Analysis of the English Textbook for Junior High School VII Based on Content Standard of BSNP*, (Surakarta: Muhammadiyah University of Surakarta, 2013), p. 3

<sup>11</sup> Ratih Heriati, *The Relevance Analysis of "Think Globally Act Locally" Book to 2013 English Curriculum and Bloom's Taxonomy*, (Palangkaraya: State Islamic Institute of Palangkaraya, 2017) p. 3

## **B. Research Focus and Scope**

### **1. Subject of the Research**

The subject of the research is the textbook "Bahasa Inggris Think Globally Act Locally" for junior high school students grade IX published by Ministry of Education and Culture of the Republic of Indonesia.

### **2. Object of the Research**

The object of this research is to analyze "Bahasa Inggris Think Globally Act Locally" textbook based on feasibility of content in 1 semester 6 chapter of the textbook.

### **3. Time of the Research**

The researcher analyzed "Bahasa Inggris Think Globally Act Locally" textbook from August 2020 until March 2021.

## **C. Research Questions**

After getting the identification and limitation of the problem, the problem then formulated as follows:

1. How is the feasibility of content based on BSNP in English textbook "Bahasa Inggris Think Globally Act Locally" in grade ninth of junior high school?
2. How is the accuracy of materials in English textbook "Bahasa Inggris Think Globally Act Locally" in grade ninth of junior high school?
3. How is the supporting of materials in English textbook "Bahasa Inggris Think Globally Act Locally" in grade ninth of junior high school?

## **D. Research Objectives**

While the objectives to be achieved from this research are to:

1. To describe the feasibility of content based on BSNP in English textbook "Bahasa Inggris Think Globally Act Locally" in grade ninth of junior high school.
2. To describe the accuracy of materials in english textbook "Bahasa Inggris Think Globally Act Locally" in grade ninth of junior high school.

3. To describe the supporting of materials in english textbook “Bahasa Inggris Think Globally Act Locally” in grade ninth of junior high school.

## **E. Research Significances**

### **1. Theoretically**

To explain the appropriateness of the materials in the English textbook entitled “Bahasa Inggris Think Globally Act Locally” for grade IX Junior High School in terms of feasibility and curriculum determined by BSNP (*Badan Standar Nasional Pendidikan*).

### **2. Practically**

This Researcher hope this research will be useful in the following areas:

#### **a. The Teacher**

The teacher can choose the most suitable textbook in teaching, the eligibility of the content, show the feasibility of the learning process, language qualification and graphic qualification. Teachers can apply the results of this study are about teaching and learning activities and can be increased select the appropriate book knowledge.

#### **b. The Students**

Provide information to the ninth grade students on the content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic on “Bahasa Inggris Think Globally Act Locally” textbooks published by Ministry of Education and Culture of the Republic of Indonesia.

#### **c. The Researcher**

It was used for researcher because it can increase the researcher's knowledge about analyzing textbooks based on content, curriculum and linguistic.

#### **d. The Other Researcher**

Analysis of textbooks can be an alternative in determining research, this research can also be developed on the scope of research and other specific expertise.

## F. Definition of Key Terms

Researcher use the following terms to avoid misunderstanding when interpreting the meaning of the terms in this article.

### 1. Textbook Analysis

Techniques used to make reproducible and effective inferences from text (or other research material) to the context in which they are used.

### 2. Textbook

Textbook are media, learning resources, which are based on the curriculum foundation used by one researcher or a group of writers and used in schools. In this study, the subjects were students Class IX textbook for junior high school entitled "Bahasa Inggris Think Globally Act Locally".

### 3. 2013 Curriculum

2013 Curriculum is the newest course applied in Indonesia. This course aims to enable Indonesian citizens to live as individuals and citizens who have religious, productive, creative, innovative and emotional abilities and are able to contribute to society, nation, world civilization.

### 4. Content Analysis

The term 'content analysis' can be simply defined the process of summarizing and reporting written data – the main contents of data and their messages.<sup>12</sup> Besides, it also can be defined as an analysis of the written or visual contents of a document. In this research, content analysis is a method and data collection technique used to summarize and analyze the English textbook entitled "Bahasa Inggris Think Globally Act Locally".

## G. Organization of Thesis

The sistematics of writing a thesis is a framework that determines the form of thesis. In addition, systematics is a basic set showing each section and the relationship between parts of

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<sup>12</sup> Linda Rahmawati, *A Content Analysis of the English Textbook "Primary English as a Second Language"*, (Surabaya: Sunan Ampel State Islamic University, 2018) p. 5

a thesis. To facilities the preparation thesis consist of three parts, namely:

First, load the beginning or formality of the information includes: Cover/Title Page, Approval Pages, Statement of Work's Originality/Declaration, Abstract, *Abstrak*, Motto, Dedication Page, Acknowledgements, Preface, Table of Contents and List of Abbreviations/Tables/Figures/Illustrations/Appendices.

Second, load the core consist of five chapters includes: CHAPTER I Introduction consist of Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Term and Organization of Thesis. CAPTER II Review of Related Literature consist of Theoretical Description, Theoretical Framework and Review of Previous Study. CHAPTER III Research Methodology consist of Research Method, Research Subject, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique and Research Ethical Considerations. CHAPTER IV Research Finding and Discussion consist of Research Result and Discussion. CHAPTER V Conclusions and Rekomendations.

Third, the final of thesis is References, Appendices and Curriculum Vitae. All written in sequence and coherently in accordance with the applicable guidelines in qualitative research.