

CHAPTER I INTRODUCTION

A. Background of the Research

The textbook is essential in the teaching and learning process, and the materials conveyed well if the teaching guidebooks are under the needs of students and can be an advantage during the learning process inside and outside the classroom (extracurricular class). In this case, a teacher or student must use a textbook to facilitate student understanding in the learning process and facilitate the teaching and learning process. Teachers and students can develop competence and communicative materials well if they use good quality textbooks that provide material appropriate to learning needs.¹ Textbooks help language learners improve their communicative and linguistic skills. Usually, good English textbooks are not only visually attractive. However, they can also meet the criteria of good English textbooks that can be used in evaluating textbooks according to the opinion of several EFL textbook evaluation experts, for example, Jahangard, Sheldon, Grant, Cunningsworth, and also Harmer.²

Textbooks function as a medium that can assist a teacher in preparing learning materials so that the teaching and learning process takes little time. Cunningsworth states that using textbooks has advantages because they have already prepared a series of learning practices that students need. Textbooks can be helpful for teachers, as they enable students to achieve their learning objectives, overcome problems that arise during learning, and create a conducive learning atmosphere in the classroom. According to Cunningsworth, teachers must evaluate the effectiveness of textbooks in setting learning goals and preparing learning materials before using them in class. Textbooks that are not suitable can result in a saturated classroom atmosphere. These exercises could be more exciting

¹ Gul Fatima and Syed Kazim Shah, "Textbook Analysis and Evaluation of 7 Th & 8 Th Grade in Pakistani Context," *International Journal of English Language Teaching* 3, no. 4 (2015): 79–97, www.eajournals.org.

² Alan Chunningsworth, *ELT Textbooks and Materials: Problems in Evaluation and Development* p 65

and follow students' rights in achieving their learning needs. This reason makes the selection of teaching materials that will be used by the teacher relatively crucial, so textbooks must follow the current curriculum that applies in Indonesia, as well as the school syllabus, and most importantly, must also follow the needs of students and achieve teaching goals.³

The proposition of the verses of the Qur'an about teaching and learning as follows: QS An-Nahl (16): 78 talking about the components in human beings that must be used in teaching and learning activities:

وَاللَّهُ أَخْرَجَكُمْ مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ.

It means: And Allah brought you out of your mother's belly in a state of not know anything, and He gave you hearing and sight and heart, so that you will be grateful.

The verse above suggests that there are three components involved in the theory learning, namely: *al-sam'a*, *al-bashar* dan *al-fu'ad*. Lexically, the word *al-sam'a* means the meaning of the ear whose function is to capture sound, understand speech, and other than that his. The mention of *al-sama* in the Al-Qur'an is often associated with visions and the heart, which shows the complementarity between the various tools in learning and teaching activities. So, from this verse it can be concluded that with the existence of these three components, hearing is in charge of maintaining knowledge that has been found from learning and learning outcomes, vision is in charge of developing knowledge and adding to research results by conducting studies on textbooks used as learning guides, as well as the heart is in charge of cleansing science from bad traits.

³ Amira, *The, an Analysis of "Bahasa Inggris" Textbook Used in Second Grade of Senior High School, Director*, vol. 15, 2018, https://www.uam.es/gruposinv/meva/publicaciones_jesus/capitulos_espanyol_jesus/2005_motivacion_para_el_aprendizaje_Perspectiva_alumnos.pdf%0Ahttps://www.researchgate.net/profile/Juan_Aparicio7/publication/253571379_Los_estudios_sobre_el_cambio_conceptual_.

English is considered one of the foreign languages in Indonesia. English has a special place in the school education curriculum in Indonesia. Therefore, Indonesia implements a teaching and learning system for teaching English as a foreign language in schools starting from elementary school, junior high schools, senior high schools, and also college. To achieve learning objectives that follow the curriculum, a teacher needs teaching materials as a source of learning activities in class. Teaching materials themselves have 2 form variables such as print, for example (1) textbooks, (2) modules, (3) pamphlets, etc. And non-printed ones, such as (1) videos, (2) CD-based materials, and (3) Internet and computer-based materials.

Nevertheless, one of the most frequently used teaching materials is textbooks. Using textbooks for English subject matter has advantages that need to be considered by students and teachers. In delivering material, the teacher relies on the teacher's guide and requires some input through various activities and explanations. Students who enjoy their textbooks become more engaged in classroom learning, demonstrating tremendous enthusiasm. Harmer said that the most important thing about using textbooks is when a teacher tries to involve his students in class in the learning process, for example, by giving students opportunities to communicate in English. Cunningsworth defines *textbooks* as a source of presenting material for students to carry out activities and practice, for example, vocabulary, grammar, pronunciation, listening, reading, speaking, and writing. In essence, textbooks are beneficial and valuable for helping a teacher apply the curriculum because they are arranged according to the curriculum needed and as a guide for students to learn.⁴

The textbook is one of the essential media in the teaching and learning process in the classroom. According to Apple in Li Lucy et al., the textbook is the center of educational research because it can already represent the "expected curriculum." Textbooks generally contain learning materials and valuable exercises to guide students' learning. In Indonesia,

⁴ Mutiara Ayu and Rita Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook," *Teknosastik* 16, no. 1 (2019): 21, <https://doi.org/10.33365/ts.v16i1.87>.

some institutions use the independent curriculum, while others use the 2013 curriculum. The 2013 curriculum expects teachers to enhance their students' character and understand the learning approach that supports active learning in the classroom, such as the contextual learning approach. This approach allows students to express their ideas and connect their studies with real-life situations, enabling them to compare and contrast the two. Therefore, the researcher wants to determine whether the "English textbook" suits contextual learning and meets the curriculum and student needs.⁵

According to the National Education Standards Agency (BSNP), quality textbooks must meet four criteria, namely (1) language adequacy, (2) presentation adequacy, (3) graphic adequacy, (4) and, most importantly eligibility in terms of content because it relates to achieving the essence of learning. Content feasibility has five critical indicators that must be considered (1) description of the material following competency standards (SK) or core competencies (KI), and also following essential competencies (KD), (2) complete material (3) depth of material (4) the accuracy of the material (5) the suitability of the material with the development of science, features and also references.⁶

In this research, the writer focuses on writing skills. Writing skills are crucial for learning English and offer many benefits, such as enabling students to express their thoughts, experiences, knowledge, and feelings. However, students must master various aspects of writing, including vocabulary, grammar, and creative and engaging ideas. Furthermore, exercises from textbooks are essential to improve students' competence, helping them achieve superior writing skills. There are many English textbooks, but students only need some, so an

⁵ Lazimatul Husna, "A Content Analysis of English Textbook for Grade XI of Senior High School Based on Rubric Assessment of BSNP," 2021, 1–132, [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/56499/1/1116014000040_Lazimatul Husna - LAZIMATUL HUSNA.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/56499/1/1116014000040_Lazimatul%20Husna%20-%20LAZIMATUL%20HUSNA.pdf).

⁶ Indah Sari, *Kelayakan Buku Teks Bahasa Indonesia Kelas XI SMA/MA/SMK/MAK Edisi Revisi 2017: Analisis Isi, Bahasa, Dan Penyajian*, Universitas Semarang, Skripsi, 2019.

English teacher must be able to decide which textbook is suitable for their students. According to Barker, writing is a complicated form of communication and a good understanding and idea of creativity. Every textbook certainly provides writing activities, but some subject matters still do not follow the students' abilities. According to Kirby and Crovitz: writing is a very personal and exciting human act. Writing itself is related to individual human feelings, which are related to the perception of the author's experience, and provides some things that are felt and imagined. Meanwhile, writing assignments can make students more diligent in doing exercise assignments and facilitate and evaluate students in mastering the subject matter. In addition, writing assignments also aim to develop ways of thinking critically and expressing students' thoughts.⁷

Several studies say that several conditions can result in students' lack of writing skills or ability. Furthermore, the need for appropriate teaching materials to meet the learning needs of students. Analysis of student needs is critical to achieving learning goals optimally.⁸ Therefore, textbook teaching materials must follow the needs of students and be per learning objectives. In selecting teaching materials, several requirements need to be considered (1) the topic is attractive so that it can make students interested and acceptable to students and per learning objectives (2) suitability between students and the method of generating ideas, both in terms of brainstorming and free writing (3) good writing instructions that can help students in several types of writing, for example, descriptions, writing letters, expositions, narrations, arguments, as well as what students need when there is an assignment to practice about writing (4) opportunities in collaborate in writing (5) there must also be instructions for revising which can encourage students

⁷ Vienna Christanty Limbong, Riska Evangelina Hutabarat, Desiana Bondar, Jefri Doloksaribu. Putra Buololo, "An analysis of Writing in Senior High School Students' Textbook" vo.17, No.2, 2019, p.160

⁸ James Dean Brown, "Defining Needs Analysis in English for Specific Purposes (ESP)," *Introducing Needs Analysis and English for Specific Purposes II*, no. 1 (2020): 19–45, <https://doi.org/10.4324/9781315671390-8>.

to carry out various stages during the writing process in writing assignments.⁹

Thus, we need to realize the importance of textbooks in the learning process. These textbooks follow the criteria of a good book, by the curriculum, and follow the needs of students so that learning objectives can be achieved. According to Riang Sari, currently, there are still textbooks that should be useful and can help students in learning; instead, they have an inappropriate material substance which can eventually confuse students during the teaching and learning process. This means that some textbooks still need to meet student's needs and the criteria for a good textbook. From this, a teacher must be able to selectively choose textbooks to be used in the learning process in class. However, besides that, a teacher also has an obligation to teach well by being able to take advantage of the role of textbooks as learning materials or teaching materials whose function is to support the learning process. Because the combination of textbooks that suit the needs of students and teacher expertise is essential in achieving learning objectives to increase student achievement.¹⁰

First, based on a previous study entitled: A Textbook Analysis of "Bahasa Inggris" An English Textbook for Tenth Grade by Priyo Pambudhi Sukowinoto, mention about criteria of the excellent textbook are (1) the role of aim learning (2) involving content significance in planed on learning (3) becomes of procedure teaching following the using learning (4) accordance with the need students in the learning process. Every foreign language teacher faces the need to choose the textbook the teaching condition. The textbook should follow the technique and particular method after the teacher chooses one textbook. Usually, the teacher uses a textbook for a relatively

⁹ Audi Yundayani, Emzir Emzir, and Zainal Rafli, "Need Analysis: The Writing Skill Instructional Material Context for Academic Purposes," *English Review: Journal of English Education* 6, no. 1 (2017): 59, <https://doi.org/10.25134/erjee.v6i1.771>.pp,62

¹⁰ A Hidayat, "Evaluasi Buku Teks Pelajaran Bahasa Inggris Kelas XI 'Bahasa Inggris 2' Di Sekolah Menengah Kejuruan," *Seminar Nasional Pendidikan*, 2020, 22–33, <https://jurnal.ustjogja.ac.id/index.php/semnas2020/article/view/7233>.

long period after selecting the textbook.¹¹ And whereas this research focuses on the criteria good textbook according to Arif Kurnianto (1) by materials and curriculum (2) following materials and practice assignments available in the textbook (3) the textbook should be engaging for the students so that the students want to know about the textbook (4) the textbook has to be capable of encourage the learners (5) the contents of the textbook have to be illustrative (6) the materials in the textbook have to make students can work the assignments in the textbook,¹² in this research focuses on the textbook “Bahasa Inggris” published by Mahrukh Bashir, compatible with KI (kompetensi Inti) and KD (kompetensi Dasar) of Curriculum in MA Darul Huda Ponorogo.

In this research, especially of English textbooks, the English textbook has an essential role in succeeding implementation curriculum.¹³ English textbooks also have an essential role in learning foreign languages, and the use of English textbooks has benefits for both students and teachers. According to Harmer, English textbooks are an essential aspect for teachers that are useful for explaining to students based on the content of the textbooks as learning resources. According to Rezu Betri, in the research entitled “Content Analysis Of English Textbook Entitled ‘Talk Active’ Used By The Senior High School (Student’s Book),” mention about legal decree no.2, the year 2008 teaching materials are used as a reference in the world of education in Indonesia, in Indonesia English is used as the first foreign language which has an essential role in helping students to register for higher education institutions. English can also help someone to find a better job. *English* is the first foreign language taught in schools across the country. In the education system in Indonesia, English is taught in

¹¹ Priyo Pambudhi Sukowinoto, “A Textbook analysis of “bahasa Inggris”: An English Textbook for tenth grade (Ed.2017) Published by ministry of education and culture Indonesia”, (Ponorogo: Istitut Agama Islam Negeri Ponorogo, 2021), p.20

¹² Arif Kurnianto, *An Analysis of Reading Materials on a Textbook for the Eighth Grader : Real Time an Interactive English*, 2016.

¹³ Yokie Prasetya Dharma et al., “An Analysis of English Textbook Relevance To the 2013 English Curriculum,” *Journal of English Educational Study* 1, no. 1 (2018): 6611.pp.25

subjects from elementary schools, junior high schools, senior high schools, and even universities. For this reason, English textbooks must have good quality books in order to support student success in the learning process.¹⁴

Madrasah Aliyah Darul Huda Ponorogo is one of the educational institutions in Ponorogo, with a total number of students reaching 2445 students, besides that Madrasah Aliyah Ponorogo is the most significant number of students in Ponorogo Regency. The quality that exists and is heard by the community proves that the quantity increases. In addition to the community's trust factor, quality is also assessed from achievements and graduates. It is proven that Darul Huda Ponorogo Madrasah received the most student acceptance awards from the SPAN-UM-PTKIN route. One of the achievements of Madrasah Aliyah Ponorogo is entering the Domination of the top 10 rankings of UAMBNBK SE-Ponorogo in the 2017/2018 academic year. Madrasah Aliyah Darul Huda Ponorogo aims to produce excellent graduates. In order to produce superior graduates, Madrasah Aliyah Darul Huda Ponorogo organizes a unique program. Thus the particular class program is one of the manifestations of this goal. In the implementation of learning, especially learning English in class XI, the textbooks use English books by Mahrukh Bashir.¹⁵

Therefore, this look is aimed at examining writing cloth withinside the textbook entitled an analysis of writing materials in "Bahasa Inggris," an English textbook published by Mahrukh Bashir of Islamic senior high school grade XI Darul Huda Ponorogo used by mother Nafiatur Rahmawati as teaching English in class XI, this data obtained through interviews via telephone (video call), in date December 7, 2022. She said that her teaching using this English textbook for approximately six years. Furthermore, in school, MA Darul Huda Ponorogo uses the curriculum 2013, so with this, the researcher wants to know

¹⁴ Rezu Betri, "Content Analysis Of English Textbook Entitled ' Talk Active ' Used By The Senior High School (Student' s Book)," 2018, 42.

¹⁵ Nurul Fatqurrahman, Zaenal Abidin, " Program Unggulan di Madrasah Aliyah Darul Huda Mayak Tonatan Ponorogo, vol 2 nomor 1, 2018, hal 173

the existence of several problems regarding textbooks. The author wants to examine the English textbooks used in MA Darul Huda Ponorogo, whether this textbook is included in the category of good textbooks or not, books that are by the needs of students or not, what this English textbook can provide no positive impact on student teachers or student achievement while at school or not. In this context, evaluating textbooks is essential to help teachers determine which books are appropriate and suitable for use during the learning process. Furthermore, evaluating textbooks can also positively impact book authors in designing textbooks that meet the criteria for a good book. Therefore the researcher wants to examine this evaluation study to find out whether this class XI English textbook meets the criteria for a good book according to some linguists or not, is following the KI (kompetensi Inti) and KD (kompetensi Dasar) of Curriculum the applicable in MA Darul Huda Ponorogo or not.¹⁶

B. Research Focus and Scope

The title of this research is an analysis of writing materials in “Bahasa Inggris,” an English textbook published by Mahrukh Bashir for Islamic senior high school grade XI Darul Huda Ponorogo. Therefore, the researcher will examine how the English textbooks used at MA Darul Huda Ponorogo, whether these textbooks are included in the category of good textbooks or not, books that follow the needs of students or not, this textbook has a positive impact not on student teachers or achievement students while at school.

This research focuses on assessing whether this English textbook meets the criteria for a good book, whether the writing indicators between teaching materials and practice questions are appropriate, or in other words, whether the learning material can be a guide in doing the exercise questions in English textbooks. Furthermore, whether this English textbook also follows the curriculum that applies at Madrasah Aliyah Darul Huda Ponorogo and whether this book meets the needs of students in learning English.

¹⁶ . Interviews with mother Nafiatur Rahmawati through via telephon (video calls), in date December 7, 2022.

C. Research Question

Based on the background of the study, the researcher focuses on some concerns identified follow:

1. What are the writing materials in "Bahasa Inggris," an English textbook published by Mahrukh Bashir, included in the criteria of a good book according to Arif Kurnianto?
2. What are the indiator writing material in "Bahasa Inggris" an English tectbook published by Mahruks Bashir, included in the Mayumi Kobayakawa theory?
3. How are the writing materials presented in the textbook "Bahasa Inggris," Published by Mahrukh Bashir, compatible with of curriculum applied in class XI Madrasah Aliyah Darul Huda Ponorogo?

D. Research Objectives

Based on the statement of the research question, the objectives of the study will be mentioned as follow:

1. To explain the writing materials in "Bahasa Inggris," an English textbook published by Mahrukh Bashir, included in the criteria of a good book according to Arif Kurnianto.
2. To explain the indiator writing material in "Bahasa Inggris" an English tectbook published. by Mahruks Bashir, included in the Mayumi Kobayakawa theory.
3. To explain the writing materials presented in the textbook "Bahasa Inggris," Published by Mahrukh Bashir, compatible with of curriculum which applies in class XI Madrasah Aliyah Darul Huda Ponorogo.

E. Research Significances

The researcher is expected to be able to give a contribution to the teaching-learning process both theoretically and practically as follows:

a. Theoretically

1. The result of the study will be helpful to the education field, especially in evaluating English textbooks.
2. This study can be used as information and reference for other researchers, especially on the same research topic.

b. Practically

1. For the researchers, this research can give knowledge in criteria of a good book and about evaluating English textbooks.

2. The researcher wishes that English teachers could choose English textbooks they used to reassess cloth with proper writing exercises that can apply to the writing competencies within the curriculum and syllabus.
3. To give the students information about a good textbook about writing materials to develop their communicative competence in the learning process.
4. For the next researchers, the result of this study may be used to enter into the teaching mastering process, mainly comparing textbooks. This study may be used as a reference to different researchers who conduct behavior studies about evaluating textbooks.

F. Definition of Key Terms

Researchers provide definitions of key terms intended in this study to avoid misunderstandings of the meaning of some terms in this study, and it is necessary to discuss the meaning of essential terms as follows:

1. Analysis

The analysis is an investigation of an event (deeds, essays, and others) to get the correct facts (origins, causes, actual causes, and others), and also an analysis of the observing object activity by describing the composition of the object and rearranging it is components to be studied or studies in detail.

2. Writing

Writing is a language of verbal exchange that allows students to open up a global in their studying imagination. Writing may be used as a signal that may be visible and understood, which human beings use for writing in English. Writing also can be interpreted as a 2d or overseas language withinside the coaching and mastering process. Furthermore, the students will usually effortlessly apprehend a studying fabric in written language.

3. Textbooks

The textbook is a teaching material containing well-organized material that plays an essential role in learning. The English textbook is a complete package of skills in speaking English, and its components serve as source materials or materials and training for students and teachers

G. Organization of Thesis

Organization of this thesis's objectives to make it easier to understand the contents of the studies discussed.

A. Chapter I: Introduction

This chapter explains the background of the study, the focus of the study, the formulation of the problem, the research objectives, and the significance of this research.

B. Chapter II: Review of Related Literature.

This chapter reviews the theoretical descriptions of the study, the theoretical framework, and reviews of previous studies that can be explored and developed in this research.

C. Chapter III: Research Methodology

This chapter explains the research method and the research setting, which includes the place and time the research was conducted, the participants involved, the instruments and data collection, data validity, data analysis, and ethical research consideration.

D. Chapter IV: Research Findings and Discussion

This chapter presents the results of research and discussion that have been carried out, describes discoveries in the field, and answers to the list of questions in formulating problems.

E. Chapter V: Conclusions and Recommendation

This study summarizes the research and recommendations for the current problem and further research.