

CHAPTER I INTRODUCTION

A. Research Background

In educational programs, especially in formal education such as schools and colleges, there are some aspects in supporting the triumph of learning objectives, namely teacher, student, textbook, syllabus, curriculum, infrastructure, etc. Each of those aspects is interrelated and has different functions. The teacher and student are the principal to do the teaching and learning process in the classroom. Whereas, textbooks, syllabi, infrastructure, and curriculum are the proponents, but they have a strong influence on each other. For example, textbook is a book that provides the subject materials that consists of four skills activities, grammatical and lexical information, and language functions that are related to the issues for the teaching and learning process.¹ Meanwhile, teachers use textbook as a medium to deliver the materials and achieve the learning objectives. Therefore, textbook is important to help teachers in teaching and learning process in the classroom.

In fact, in Indonesia, many teachers use textbooks as the primary resource to teach students in the classroom. It is because textbooks provide a lot of information and knowledge to improve the student's learning skills. For teachers, textbooks can be the main source, the supplementary materials, the concept of classroom activities, and the curriculum itself.² Meanwhile, for students, textbooks can help them achieve their learning needs, develop their skills, and get a deeper understanding of the materials the teacher has delivered.

Although textbooks give many impacts on the teacher, the student, and the learning process itself, textbooks bring some consequences that must be considered by the teacher

¹ Sahyoni, "Textbook Evaluation on Everyday English for Hospitality Professionals and English for Work in EFL Classroom," *SALEE: Study of Applied Linguistics and English Education* 1, no. 1, (2019): 85.

² Dawn Garinger, "Textbook Selection for the ESL Classroom," *Center for Applied Linguistics* 2, no. 10 (2002).

when selecting a textbook to apply in the classroom. As Cunningsworth said that many publishers provide coursebooks in the market, but choosing the right coursebook is a challenging task.³ It implicitly explained that some textbooks may not qualify to use as the source of learning materials in the classroom and it may be because of some reasons, such as the content, the topic, the layout, the exercises, the language, and so on. Thus, teachers should consider some aspects before choosing textbooks. They may consider the reasons for choosing textbooks and the supporting materials provided in the textbooks.

Choosing a good textbook is not an easy task because it requires many things to be evaluated, such as the content materials, the students' exercises, or even the curriculum itself. Evaluation is an important thing to do because it enables the teachers to observe the textbooks that will be used in the classroom. According to Maili & Sondari, evaluation is a process of selecting the content materials of four exercises or activities in every chapter that are included in the textbook.⁴ The process of the evaluation gives the teachers chance to judge the textbooks that most suitable for their purposes. Thus, textbook evaluation is a good way to do before choosing the textbooks.

The importance of textbook evaluation made some researchers conduct some studies to assess the quality of textbooks. Some studies that are related to textbook evaluation such as the research conducted by Irma Hidayah that focused on evaluating the materials in the textbook "When English Rings A Bell" to the content, language, and presentation based on BSNP standard. The result of this study showed that the English textbook "When English Rings A Bell" is appropriate with the standard of BSNP as well as it is categorized as a fair textbook.⁵

³ Alan Cunningsworth, *Choosing your Coursebook* (Oxford: Macmillan Heinemann, 1995), 1.

⁴ Sjafty Nursittu NP Maili and Endang Sondari, "Analysis of The Content of Exercise Seventh Grade English Textbook," *Journal BASIS* 7, no. 2 (2020): 388.

⁵ Irma Hidayah, "A Content Analysis of English Textbook "When English Rings A Bell" for Second Grade of Junior High School" (undergraduate thesis, The State Islamic Institute of Surakarta, 2021).

Another research conducted by Kartika Noor Aulia that evaluated the quality and relevance of the English textbook “Pathway to English” to the 2013 curriculum. The findings showed that the quality of the textbook is good, but it is not relevant to the 2013 curriculum English syllabus.⁶

From those studies, we can see that textbooks are necessary to be researched because it aims to know the quality and the relevancy of textbooks to the curriculum that used in the school. By knowing the quality of the textbooks, the teachers can do the teaching and learning process well. Therefore, it motivates the researcher to conduct a study of an English textbook entitled “Bright An English” (the case study of textbook for first grade junior high school) written by Nur Zaida and published in 2022.

The researcher chooses the textbook “Bright An English” to be observed because the textbook adopting the Merdeka Belajar curriculum which is the latest curriculum that launched by The Ministry of Education. In addition, the textbook has been used in SMPN 3 PATI that applied the Merdeka Belajar curriculum as the standard to do the teaching and learning process in the classroom. Based on the interview to the one of the teachers on April 6th, 2023, Mr. Sopi’i as the vice-chairman of SMPN 3 PATI given the permission to the researcher to observe the English textbook entitled “Bright An English” that used by Mrs. Eri Mardiyani, S.Pd. to teach first grade students of junior high school.⁷

The researcher is interested to analyse the English language skills that contain in the textbook “Bright An English” because these skills are important to be learned by the students so that they have good communication competencies both in productive and receptive skills. Widya & Fariska also mentioned that those skills can help the students to increase their communication and interpersonal

⁶ Kartika Noor Aulia, "An Evaluation of English Textbook for Senior High School Students Grade X Published by Erlangga" (graduate thesis, Syarif Hidayatullah State Islamic University Jakarta, 2019).

⁷ Sopi’i, interview by the researcher, April 6th, 2023.

skills as well as learn English.⁸ In addition, the four of English language skills allow students to gain knowledge, information exchange, and develop their interpersonal relationships.⁹

But, specifically, the researcher analyses the English language skills in the textbook “Bright An English” by using Alan Cunningsworth's theory. The reason why the researcher uses Alan Cunningsworth's theory is because it has a deep evaluation, complete, and more detailed criteria to evaluate the textbooks. The researcher has also observed the other theories that might be suitable to evaluate the textbooks, such as the theory from Demir & Ertas, and Niwat but those theories are not as complete as Alan Cunningsworth's theory. It was mentioned by Farichin that the criteria of textbook evaluation that proposed by Alan Cunningsworth are complete and detailed, and it can elaborate on each aspect from the other experts' criteria.¹⁰ So, based on the research background above, the researcher decided to conduct the study entitled "The Evaluation of English Language Skills by Alan Cunningsworth's Theory in "Bright An English" Textbook".

B. Research Focus and Scope

Based on the research background above, this research focuses on an English textbook entitled "Bright An English" (the case study of textbook for first grade junior high school). Whereas, the scope limitation of this research is the English language skills that contained in the textbook for the first semester.

⁸ Widya Noviana Noor and Fariska Amelia Chaerani, "A Content Analysis of Writing Tasks in English Textbook "Think Globally Act Locally" of Junior High School," *Jurnal Ilmiah Widya Borneo* 5, no. 2 (2022): 63.

⁹ Wiwin, et al., "An Analysis on Writing Exercises in English Textbook for Grade Seventh Entitled "When English Rings A Bell," 14.

¹⁰ Misbachul Farichin, "Cunningsworth-Based Theory of Textbook Evaluation on *When English Ring's a Bell* for Eighth Grade of Junior High School Published by Ministry of Education and Culture" (undergraduate thesis, UIN Walisongo Semarang, 2019), 4.

C. Research Question

As the research background mentioned above, the researcher formulated the problem as follows: How is the evaluation of English language skills in "Bright An English" textbook based on Alan Cunningsworth's theory?

D. Research Objective

Based on the research question above, the researcher formulated the research objective as follows: To know the evaluation of English language skills in "Bright An English" textbook according to Alan Cunningsworth's theory.

E. Research Significances

1. Theoretically

This research explains the evaluation of English language skills in "Bright An English" textbook based on Alan Cunningsworth's theory. Thus, this research gives a different perspective and deeper understanding of the textbook and the theory itself.

2. Practically

a. The Teacher

This research can be an additional information for teacher who choose "Bright An English" textbook to apply in the classroom. Furthermore, the teacher may use this research to know the English language skills that contained in the textbook fulfils the learners' needs or not.

b. The Author

This research helps the author of the textbook to develop and increase the content materials of English language skills in the textbook that related to Alan Cunningsworth's theory. So that the teacher and student can do the teaching and learning process well.

c. Further Researcher

This research can be a reference for further researchers to conduct a similar study with more specific research topic and a deeper explanation.

F. Definition of Key Terms

1. English Language Skills

According to Ivana, language skills can be defined as receptive skills (reading and listening), then productive skills (writing and speaking).¹¹ In this research, the researcher discusses the English language skills (reading, writing, listening, and speaking) that contained in "Bright An English" textbook.

2. Textbook Evaluation

According to Sahyoni, textbook evaluation is a process to judge the materials in the textbook used by the students.¹² In this research, the textbook evaluation means evaluate the English language skills in "Bright An English" textbook by using Alan Cunningsworth's theory.

3. Alan Cunningsworth's Theory

The theory from Alan Cunningsworth in his book entitled "Choosing your Coursebook" is the main source to evaluate the English language skills in "Bright An English" textbook.

G. Organisation of Thesis

This research consists of five chapters as follows:

Chapter I

Chapter I is a fundamental chapter to conduct this research. It includes the research background, research focus and scope, research objective, research question, research significances, definition of key terms, and organisation of thesis.

Chapter II

Chapter II discusses the review of related literature. It consists of theoretical description, theoretical framework, and review of previous studies. In this chapter, the researcher introduces some theories, similar studies, and research framework that related to this research.

¹¹ Ivana Madericová, "The Proportion of Language Skills in English Textbooks at Lower Secondary Schools" (Master's Thesis, Masaryk University Brno, 2013), 13.

¹² Sahyoni, "Textbook Evaluation on Everyday English for Hospitality Professionals and English for Work in EFL Classroom," *SALEE: Study of Applied Linguistics and English Education* 1, no. 1 (2019): 85.

Chapter III

Chapter III presents the methodology of the research. It consists of the research method, research subject, source of data, instrument and data collection technique, research data validity, and data analysis technique.

Chapter IV

Chapter IV presents the research findings and the discussion of the research. In this chapter, the researcher explains the research findings based on the research question and research objective.

Chapter V

Chapter V is the final chapter. It consists of the conclusions and recommendations for the author, the school, and the future researcher.

