

CHAPTER 1

INTRODUCTION

A. Background of the Study

English has become an international communication language. It is used when people meet each other in every international meeting such as conferences, treaty of countries, lecturing, and others. So, it becomes important for all people for learning English. In Indonesia, English becomes a foreign language. For many years, English has been taught at high schools in Indonesia. By teaching English, the government can acquire knowledge and technology to build this country. Richards (1985: 2) states that “in countries where English is not an official language it may still have a significant role to play. It may be an important school subject and it may be necessary to pass an examination in English to enter a university. It may be the language of certain courses at a university, or at least of a large percentage of the students’ textbooks. It may be needed for people who work in tourism, and for some sections of the civil service”.

In teaching and learning process of English, many aspects can affect the outcomes of students’ learning. These aspects can emerge from the pre-teaching, while teaching and post teaching processes. All of the process are needed the teachers’ role. The teachers should design the syllabus, materials and teaching procedure in the classroom. Richards (2001: 1) argues that “teaching materials are key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or make use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom”. One of the materials in learning English is textbook.

According to Cunningsworth (1984: 1), textbook is a book written by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Textbook is used in the teaching learning process exactly in

teaching English. Indonesia has been using textbook for many years in education. According to Hutchinson and Torres (1994: 317), textbooks provide input into classroom lessons in the form of texts, activities, explanations, and so on. Teachers and students will get benefits when textbook is used in teaching and learning process (Harmer, 2007: 304).

O'Neill (1982: 104) added the reasons for the use of textbooks: Firstly, most parts of textbook materials are appropriate for students' needs, even if they are not especially designed for them. Secondly, they make it possible for students to plan for future learning and also review the previous materials or lessons. Thirdly, textbooks provide students with high quality materials at a reasonable price. Finally, suitable textbooks allow teachers to adapt and modify them to meet the learners' needs and also allow for natural interaction to happen.

Actually, the teachers depend on the textbook. Textbook becomes an important thing in the class for teaching and learning process. A textbook means a created material designed as materials for teaching learning process in order to increase the learners' knowledge and experience. "Textbook are best seen as a source in achieving aims and objectives that have been set in terms of learner needs" (Cunningsworth, 1995: 7). Thus, textbook is one source of materials in teaching learning process.

Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. Cunningsworth (1995) proposes four criteria for evaluating textbook, particularly coursebook:

1. They should correspond to learner's need. They should match the aims and objectives of the language-learning program.
2. They should reflect the use (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. They should take account students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".
4. They should have a clear role as a support for learning . like teachers, they mediate between the target language and the learner.

Selecting textbook is an important thing. A textbook should be suitable not only with curriculum but also for the students. In Indonesia itself, textbook becomes a controversial thing in education. Nowadays, many cases are reported that textbooks contain unsuitable content or text for the students. The society, especially the parents, are worried about this problem. And also the teachers sometimes realize that the content is not suitable for the students when they are teaching in the class.

Based on phenomena, the researcher wants to conduct a research of good textbook by Cunningsworth's (1995) criteria of English textbook entitled "An Analysis of English Textbook Entitled "When English Ring a Bell" Based on Cunningsworth's (1995). This study is hoped to enrich standardized English textbooks and give better contribution of textbooks usage in teaching English, especially in Indonesia.

B. Limitation of the Study

The limitation of this research is the analysis of English textbook entitled "*When English Rings a Bell*" based on Cunningsworth's (1995). The textbook is based on the 2013 curriculum and it is for VIII grade of Elementary School.

C. Problem Statement

The research questions in this study are formulated as follows:

1. How does the textbook of *When English Rings a Bell* meet the Cunningsworth's criteria of English textbook?
2. What are the teachers views concerning the quality of *When English Rings a Bell* textbook used at SMP Muhammadiyah 10 Surakarta?

3. What are the view of eight grade students views of the textbook of *When English Rings a Bell* used at SMP Muhammadiyah 10 Surakarta?

D. Objectives of the Study

After knowing the research question, the objective of research are:

1. To describe the quality of *When English Rings a Bell* textbook according to Cunningsworth's good criteria of English textbook.
2. To describe the teacher is views concerning the quality of *When English Rings a Bell* used in SMP Muhammadiyah 10 Surakarta
3. To describe the students view concerning the quality of *when English Rings a Bell* Used at SMP Muhammadiyah 10 Surakarta

E. Significance of the Study

There are two significances of this study:

1. Theoretical Significance
 - a. This study can be used as reference material and as a tool for students during the learning process.
 - b. This study can facilitate the teacher in delivering learning materials and can be used as a tool of educators in implementing the curriculum.
2. Practical Significance
 - a. For English teacher

The English teacher can select and use a good English textbook especially which is suitable for the students. And the teacher can review the textbook before he/ she uses it in the classroom.
 - b. For the textbook publisher

This study will serve as the foundation for designing of new materials that become more up to date and impressionistic for the students. It is important to develop this project because we will have the possibility to offer the students with more suitable materials according to their specific needs.

c. For others

This study will develop an understanding about the usage of textbook and its functions in many ways. This will help the others know and interested in studying English textbook.