**CHAPTER I**

**INTRODUCTION**

 This chapter presents the background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms.

1. **Background of The Research**

Currently Teaching English is a requirement that can not be separated from education in Indonesia, especially Tulungagung. In fact, some high schools add hours of English lessons outside the regular schedule. This course aims to enable students to reach English language competence as well as Indonesian. Accordingly, to get maximum results required a teaching materials that not only can be used in the classroom but also can be learned at home.

Teachers whose job are various, among others as a motivator, curriculum planners, supervisors as well as a facilitator is not an easy task. Especially as curriculum planners, teachers are expected to design their own materials as effective and creative as possible. But if teachers are not able to create their own material, he should be able to choose and determine the material in accordance with a standardized criterion. The meanings of material in this research itself are textbooks.

Textbook, is one of many materials which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter (Lestari in Pusporini, 2009: 6).

1

As for the characteristics of textbooks that meet the criteria, generally following: it should suit the needs and interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination (Setiawati, 2010: 27).

Nowadays, many textbooks are easily produced and distributed to schools by offering a relatively affordable price. Unfortunately, until now that has not been much research that discussed the quality of these books. Even, in Tulungagung no team dedicated to reviewing the quality of English text books. Directly proportional to this fact, ironically there are many teachers who adopt from a book without knowing whether the book is indeed feasible to use or not.

Here, the existence of this research is important in order to see more about the quality of the books, focused on “Look Ahead” published by Erlangga that is widely used by schools, especially Tulungagung. Erlangga Publisher chosen reason is because since 1952 has participated in improving the quality of education by publishing books with current quality of production for high schools are : more than two hundred titles of books have been published, including text books (<http://www.erlangga.co.id/>).

 So that by this research, ultimately expected teachers really know about the quality of text book which is used to then be able to give proper treatment to the book itself. It means that teacher can adopt, adapt or maybe delete the inappropriate material.

This research which entitled "The Content Analysis of Home Textbook Used By First Graders of Senior High School Level Look Ahead Published by Erlangga" will contain five chapters namely: Introduction in Chapter I, Review of Related Literature in Chapter II, Research Method in Chapter III , Findings and Discussions in Chapter IV, and Conclusion and suggestion in Chapter V.

Based on the description above, this research will analyze the content suitability of English Textbook “Look Ahead” published by Erlangga as a teaching material with the EFL evaluation criteria are taken from “Evaluation of EFL Materials Taught at Iranian Public High Schools” by Jahangard from The Asian EFL Journal, Volume 9, Number 2, June 2007.

1. **Formulation of Research Problems**

Based on the background of the study above, the formulation of the research problem as follows:

1. Is “Look Ahead” textbook considered relevant to the EFL textbook evaluation criteria?
2. Are the criteria based on EFL textbook evaluation based on Jahangard Journal fulfilled by “Look Ahead”?
3. **Objectives of the research**

The objectives of the research are:

1. To identify whether “Look Ahead” textbook is considered relevant to the EFL textbook evaluation criteria
2. To identify whether the criteria based on EFL textbook evaluation based on Jahangard Journal are fulfilled by “Look Ahead”
3. **Significance of the Research**

There are two kinds of benefit in the study; they are Theoretical advantages and Practical advantages. Theoretical advantages has two kinds of benefit, first the result of this study can be used as a reference for those who want to conduct a research on analyzing English text book that is suitable with the EFL textbook evaluation criteria. Second the result of this study can be useful to help the teacher, especially for English teacher. And practical advantages has two kinds of benefit, first the result of the study will give some information and large know lodge to the readers about the text books which are consistent with the EFL textbook evaluation criteria. Second the result of this study will be useful for teacher to select the appropriate textbook, which is based on the EFL textbook evaluation criteria

1. **Scope and Limitation of the Research**

The textbook will be analyzed in this research is English textbook for first grader of Senior High School “Look Ahead” published by Erlangga. There are many text book evaluation criteria; however this research will focus on EFL textbook evaluation criteria by Jahangard from The Asian EFL Journal, Volume 9, Number 2, June 2007.

1. **Definitions of Key Terms**

To avoid misunderstanding, the key terms of the research are following:

1. Content Analysis

The content analysis is a way to analyze documents or other qualitative data.

According to Neuendorf (in Nuryantiningsih, 2009: 9),

Content analysis is an in-depth analysis using quantitative or qualitative techniques of messages using a scientific method (including attention to objectivity-intersubjectivity, a priori design, reliability, validity, generalizability, replicability, and hypothesis testing) and is not limited as to the types of variables that may be measured or the context in which the messages are created or presented.

The content analyst views data as representations not of physical events but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore can be analyzed which such uses in mind. (Wikipedia.com)

1. English textbook

Textbook is one of materials which is most which is most frequently used in teaching learning process. It is one of knowledge sources which is the easiest to obtain and becomes one of many aids to assist the students in acquiring clear concepts of subject matter (Lestari in Nuryantiningsih, 2009: 6).