

## CHAPTER I

### INTRODUCTION

This chapter presents some points of the research which consist of the background, the research question, the purpose and the significance of the research, the conceptual framework, and the previous study.

#### **A. Background**

As one aspect of language, grammar cannot be separated from learning English. It is undeniable that grammar is an important part of English. In fact, some people are able to communicate, while not all of them are able to understand the sentence structure properly. They must understand that understanding the structures of sentences is based on grammar. Therefore, grammar will help people to understand the meaning of the sentence. Peng (2017) stated, “without learning the grammar of a language, it is hard, and though not impossible, to acquire the ability to produce grammatically acceptable utterances.”. However, students in Junior High School still face difficulties in learning grammar. A study by Al-Mekhlafi & Nagaratnam (2011) proved that even in teachers’ perceptions, both educators and students invariably face serious difficulties with regard to EFL grammar instruction, with students facing them to a greater extent than teachers. Learning Grammar has always been a thing that students fear. Several students demonstrate an inability to master English simply because they do not have a strong understanding of grammar. Grammar, according to the majority of students, is difficult to comprehend.

According to the limited observations with the English teacher of the 7<sup>th</sup> grade at SMP Negeri 47 Bandung, the majority of the students did not have adequate English abilities from their previous school, especially in the grammar aspect. This can be seen from the scores of the students. She said that only 81 students got a score above the Minimum Criteria of Mastery Learning (KKM), while the 139 students got a score below it. The Minimum Criteria of Mastery Learning (KKM) of this school is 75. It can be said that the students who got difficulties understanding grammar were 139 students. Less than 17 students can be

considered high achievers from each class. Even the students of grade VII are just learning the basics of grammar like “to be”. The following table shows the students’ score:

**Table 1. 1** English Grammar Score of Students of SMPN 47 Bandung

NO	SCORE	CLASS							TOTAL
		7A	7B	7C	7D	7E	7F	7G	
1.	75-100	17	9	8	14	8	11	14	81
2.	< 75	13	23	24	18	24	21	16	139
TOTAL		30	32	32	32	32	32	30	220

*Source: documentation of the Seventh Grade of SMPN 47 Bandung*

One component of education is centered on textbook content in order to facilitate the teaching and learning process and to improve students' grammar abilities. Textbooks are still seen as important thing in the classroom. While a textbook is the provider of input in form of texts, activities, and explanations, teachers are the persons who are responsible for bringing those inputs into effective and creative classroom activities that are based on students' needs and interests (Kurniawati, 2006). Therefore, in this research, the researcher would attempt to analyze the feasibility of a textbook on providing grammar material and how the textbook meets the students’ need.

Grammar is usually designed as supplementary material in a textbook since grammar is the part of linguistic elements in the syllabus. As stated by Meliawati and Hamied (2020) grammar items must be presented in a small-units to facilitate learning. According to Richards & Schmidt (2010:574), supplementary materials are learning materials that are used in addition to a coursebook. They usually deal in depth and detail with abilities that the coursebook does not develop or discuss in depth. This statement shows the importance of supplementary materials in language teaching.

There are several kinds of research related to English textbook analysis. The first research by Madjid (2017) was about analyzing a textbook entitled “Contextual English”. This textbook has fulfilled the requirements in curriculum 2013 specifically in terms of the feasibility of content. However, some materials in the textbook are not fully suitable for the requirements in the feasibility of content (Madjid, 2017). The second research by Zuliyanti (2017) was about analyzing a textbook entitled “English on Sky”. The result of the analysis shows that the percentage of the material on "English on Sky" textbook that get the perfect score and meet the feasibility of content is equal to 55.56% of 100%.

While the previous studies focused on analyzing the whole content of the book, this research focused on analyzing the feasibility of textbooks in presenting grammar material. For these purposes, this study focuses on the content used in English grammar teaching in the textbook entitled Easy Grammar.

## **B. Research Questions**

Statements concerning these research problems are:

1. How is the feasibility of the content of the Easy Grammar textbook on providing grammar material for junior high school?
2. To what extent does the textbook meet the students’ needs?

## **C. The Purposes of Research**

Based on the problem above, the aims of this research will be directed:

1. To analyze the feasibility of the content of the Easy Grammar textbook on providing grammar material for Junior High School
2. To analyze the Easy Grammar textbook for Junior High School about the thing that meets the students’ need

## **D. The Significances of Research**

This research is expected to have both theoretical and practical significance.

1. Theoretical Significances

This research is designed to provide information about the feasibility of the content of the textbook used in teaching Grammar. The researcher believed that the findings of this research would provide insight about the quality of the textbook's image. As a result, the English education element should be able to determine whether or not the textbook is beneficial in the learning process.

## 2. Practical Significances

Practically, this research is expected to be significant to a number of parties:

### a. Students

The findings of this research are expected to improve students', specifically students' motivation to study English by engaging them with appropriate textbooks.

### b. Teacher

The researcher expects that the findings of this research will support teachers in carefully selecting the textbook as a simple content guide and in selecting the most suitable textbook for the student's needs as a beginner student of the English foreign language.

### c. Researcher

The findings of this research are expected to increase the researchers' knowledge to determine the feasibility of the Easy Grammar textbook whether it meets the needs of students as beginner students of the English foreign language or not.

## **E. Conceptual Framework**

This section presents some theoretical foundations. They are about to analyze a textbook and the grammar materials. Cunningsworth (1984) states that the textbook itself should correspond to students' needs, help to equip students to use language effectively for their own purposes, facilitate students' learning process, have a clear role in mediating the target language, and the students.

Textbooks have a significant role in both teaching and learning. In general, textbooks have been used in a variety of schools. Hence, textbooks should be selected and assessed in order to define appropriate textbooks and provide the most suitable contents that teachers and students need. The suitability issue of a textbook ever stated by Cunningsworth (1995) that no single textbook or coursebook that has been released to the market will be completely ideal for a particular group of learners. With certain English textbooks available, teachers have the opportunity to select which textbooks are appropriate for their students. Tomlinson & Masuhara (2004, p.31) states that “Textbook analysis involves measuring the potential value of textbooks by making judgments about the effect of the materials on the people using them”. As a result, it is crucial to conduct an evaluation of English textbooks in order to determine the suitability of the book to the students’ needs.

Muslich (2010, p.292-297) states that for the feasibility of the contents, there are three indicators that must be considered, namely (1) Conformity of the material with competency standards and basic competencies, 2) accuracy material, (3) learning support material.

Swan (2005, p.19) states that “The rules that show how words are combined, arranged or changed to show certain kinds of meaning”. It means that grammar is absolutely crucial, especially when creating a sentence. The use of textbook material to facilitate the teaching and learning process is one aspect of education. Tomlinson (2011, p.296) states that “A textbook supplies core materials for a language-learning course and aims to serve what learner and teacher need during a course”. Teachers should pay close attention to the materials, especially grammar materials so that they pay attention to the basic foundation of the correct formation of sentence patterns.

## **F. Previous Study**

Several studies on textbook analysis have been conducted by researchers. Some of them which will conclude below:

The first research by Suryani (2018) was about analyzing a textbook entitled “When English Rings the Bell”. The textbook fulfilled 79.86% criteria of the textbook evaluation adapted from Cunningsworth, Byrd, and BSNP. The percentage of fulfillment indicates that the textbook met the requirements of textbook evaluation criteria covering objective, language skills, content, and design. However, there are still 26% criteria that are unfulfilled by the textbook, especially in terms of language skills and design. It is possible to conclude that the textbook is appropriate for seventh grade junior high school students as a supplementary or primary textbook in the learning process.

The second research by Utami, Pudjobroto, and Wahyuni, (2017) was about analyzing a textbook entitled “The Bridge English Competence 2”. According to the findings of the analysis, the percentage of the appropriateness of the skills developed in the textbook is 56.57% (listening: 57.60%; speaking: 60%; reading: 37.50%; writing: 87.50%). It indicates that the textbook is suitable with the School-based Curriculum for the development of listening, speaking, reading, and writing skills. The textbook is a good textbook for supporting the entire material in the English teaching-learning process for junior high school students. Meanwhile, the percentage of developing the communicative exercises is 62.5%, which means that it is good.

The third research by Akbar (2016) was about analyzing selected eleventh grade English textbooks. Based on the BSNP framework for textbook evaluation, the findings indicate that both textbooks were appropriate in terms of content. The checklist was created using the BSNP (2014) framework for textbook evaluation, and it focused on the areas of content relevance with competency standards and basic competencies, material accuracy, and supporting learning materials.

While the previous studies focused on analyzing whether or not the textbooks are relevant to the curriculum, this research focused on analyzing the feasibility of the grammar content. For these purposes, this study focuses on the content used in English grammar teaching in the textbook entitled Easy Grammar.