

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of this research. In detail, this chapter consists of the background of the research, research questions, research objectives, significances of the research, rationale, research methodology, and technique of collecting data.

#### A. Background

This section reviews the background of the research that explains the problem in the field. This research aims to analyze the reading materials on English textbook: *When English Rings a Bell* textbook for seventh-grade students of the junior high school. The textbook has a major influence on students' learning activities used in the classroom. It influences the student's ability in their skills (such as reading skill, speaking skill, writing skill, and listening skill).

According to Graves (2000), it is not surprising that some teachers use a textbook as the backbone of their English subject methods for teaching. In line with Riazi (2003), a textbook plays a very crucial role in language teaching and learning. Apple (1986 cited in Gordani, 2010) estimated that students spend at least 75 percent of their time in the classroom using a textbook. It means that teachers relied a lot on the use of the textbook in the teaching-learning process.

However, a teacher has to choose a textbook carefully because it is one of the learning materials which are commonly used. Tomlinson (2011) stated that a textbook is the main learning material which is usually used by teachers and

students. Therefore, a teacher should consider the materials on the textbook which are used in the classroom. The materials should be related to the learners' needs. Teachers can use a textbook based on student's needs to support the teaching process. Teachers use the textbook as their primary resource in their teaching. In another situation, a textbook can be served as a supplement to the teacher's instruction.

Based on the preliminary study, the material on the textbook that students used does not fulfill the learning needs, especially in reading materials. According to Richard (2001), textbooks are used in different ways in the language program. For instance, a reading textbook might be the basis for reading skills, providing both sets of reading texts and exercises for skills practice. Alyousef (2005) stated that reading seems like interactive process between a reader and a text which is lead to reading fluency. It assumed that reading is not a passive skill because it needs many times to practice and exercise. In contrast, the textbook that student used in researcher's classroom insufficient to provide them.

Nowadays, textbook becomes a universal element of English learning and teaching. It seems incomplete for a teacher without using a textbook. Regarding the importance of textbook, Sheldon (1987) suggest that textbook has many advantages in language learning environment. Textbooks are helpful because the material covers and provides an organized unit of work for both the teacher and students. The teachers must decide and use the best textbook which is suitable for learners' needs. Teachers should consider that a textbook is in line with students' age and also pays attention to the subjects that are familiar with students' goal in their

classes. They should also believe that the textbook of the course can support instructional needs of learners.

There are several research results regarding the analysis of textbook, Fitriyani (2013) analyze of an English Textbook for seventh-grade students of junior high school entitled *When English Rings a Bell*. The research analyzed from the sides of communicative function of the nine integrated standard. Moreover, the research was reported by Setiawati (2015) analyze textbook with the same textbook title, *When English Rings a Bell* for the eighth-grade students. It analyzed the relevance of the materials in the book with the core and basic competencies in 2013 Curriculum in terms cognitive and psychomotor domains. This research concern in reading materials on *When English Rings a Bell* textbook for the seventh grade fulfill the criteria of good reading materials and the teachers' perception of the reading materials on the English textbook

From the previous research, it is reasonable to analyze the textbook for the beginning level because the basic reading materials give impact to the high level. It is expected that the result of the research will provide useful and reliable data and information about the reading materials on the English textbook *When English Rings a Bell* for seventh-grade students at Junior High School fulfills the criteria of good reading materials and the teachers' perception of reading materials. Hence, this research is entitled: ANALYSIS OF READING MATERIALS ON *WHEN ENGLISH RINGS A BELL* TEXTBOOK FOR SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL.

## **B. Research Questions**

From the description above, this research is intended to answer two following research questions:

1. How does the reading materials in English textbook *When English Rings a Bell* for seventh-grade students at Junior High School fulfills the criteria of good reading materials?
2. What is the perception of the teacher about the reading materials on *When English Rings a Bell* textbook?

## **C. Research Objectives**

From the research questions above, this research is expected to reveal the result, as follows:

1. To find out the reading materials in English textbook *When English Rings a Bell* for seventh-grade students at Junior High School fulfills the criteria of good reading materials.
2. To find out the teachers' perception of the reading materials in *When English Rings a Bell* textbook.

## **D. Research Limitation**

This research focuses on the analysis of reading materials on *When English Rings a Bell* textbook for the seventh-grade students of the junior high school. The data is analyzed by using Patel and Jain's (2008) criteria of good reading materials. The criteria are a) the subject matter should be well graded, b) the words and

structure are carefully graded, and c) clear instruction of the practice and exercise. The analysis conducted in reading section of the textbook.

Furthermore, this research also used the interview to find out the teachers' perception of the reading materials on *When English Rings a Bell* textbook. This research employs semi-structured (Cresswell, 2012) to get the information from guided questions with the freedom to answer the questions based on their opinion towards the reading materials on the textbook.

### **E. Significances of The Research**

Theoretically, the research gave referential contributions in delivering general knowledge of the way to analyze English instructional materials that would be beneficial for students' need of learning English.

Practically, this study is helpful for a teacher dealing with the materials which are taught and the kinds of media that students need in order to help them understand the materials clearly. Furthermore, the research could be helpful for English teacher in selecting good textbooks before making the decision to use them in the classroom. For the other researchers, the study could give a general knowledge of how to analyze the materials on textbooks.

### **F. Rationale**

This section presents some theoretical foundations. They are about the textbook and the reading materials. A textbook is one of the primary sources that instructions and educators use throughout the world to guide teachers in teaching. Textbook also provides a good framework for teachers to help them teaching and support students

in the process of learning. Therefore, Sheldon (1987, cited in Permana, 2016) stated that choosing the appropriate textbook for use in the classroom is not an easy task.

Appropriate textbook, of course, is not easy to find. A teacher should do select it appropriately. It is important for teachers to know the characteristics of the good textbook as they decide to use the textbook for the students. Murcia (2001) states that a textbook is categorized good if it is viewed from the whole aspects of the textbook. They are subject matter, vocabulary and structure, exercises, illustration, and physical appearance. In line with Murcia (2001), Richards (2001) argues that standard of good textbook give some advantages, such as providing structure and a syllabus, help standardize instruction, maintain the quality, provide a variety of learning resources, efficient, provide effective language models and input, train teachers and visually appealing. It means that the material selected should have the contribution to the learning objective of the lesson, compatible with the teaching procedures to be used and appropriate to the grade of students who will use the material.

One of the materials that should be appropriate for students is reading materials. According to Grabe (2009), reading can also be beneficial to the process in which readers learn something from what they read and involve in academic context of education. Reading material refers to any texts that bring certain messages or ideas to be shared with the reader through the process of the reading activity. Reading activity is presented by texts or passages. According Cunningswort (1995) said that texts or passages make reading relatively easy to be done. The texts or passages should be readable and understandable by the reader.

According to Patel and Jain (2008), the criteria for good reading materials are the subject matter should be well graded, the words and structure are carefully graded, and clear instruction of the practice and exercise. It means that the reading materials should fulfill the criteria of good reading materials to make the message and ideas clear to the reader.

## **G. Research Methodology**

This section presents the methodology of this research. They are about the research designs, research site, and research participants.

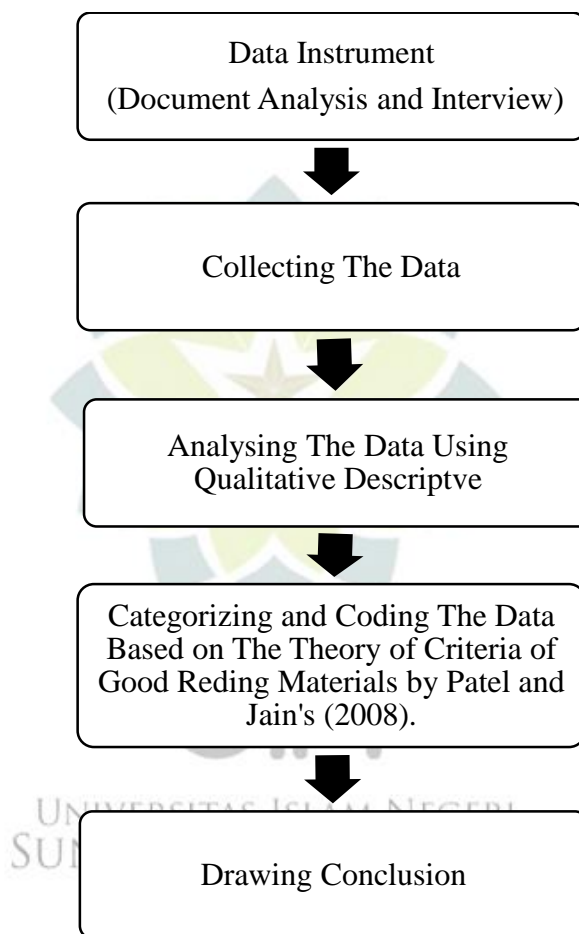
### **1. Research Designs**

In order to do a clear research, this study used a descriptive method by applying the qualitative analysis. It deals with the objectives of this research. In descriptive research, there is no tendency for manipulating the data, because the researcher has no control over the variable. According to Creswell (2012), the characteristic of qualitative research is to analyze the data for describing the larger meaning of the findings. This research concerns in analyzing the good criteria of reading materials and knowing the teachers' perception of the reading materials on the textbook based on the Patel and Jain's (2008) theory.

### **2. Research Procedure**

After collecting the data from document analysis and interview, then the researcher analyzes the data using qualitative descriptive techniques to answer the research questions. A qualitative descriptive technique is used to gain the detail information of the data collection. Afterwards, the researcher is categorizing and coding the data according to the theory of the criteria of good reading materials

proposed by Patel and Jain's (2008). Finally, the result of the analyzed data is concluded to discover the analysis of reading materials on the *When English Rings a Bell* textbook for seventh-grade students in junior high school. The procedure of this research can be drawn as follows:



**Figure 1.1 Research Procedure**

### **3. Research Site**

The research is conducted by the two English teachers of Junior High School at SMPN 46 Bandung that use the textbook *When English Rings a Bell* for seventh-grade students. The textbook is mostly used in most of national Junior High School



in Indonesia. So, the English teachers knew the whole of the materials on the textbook *When English Rings a Bell* well.

#### **4. Research Participants**

Cresswell (2012) states that in qualitative research, the researchers identify the participants and sites on purposeful sampling, based on places and people can help them understand their central phenomenon. He adds that in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. From the sample above, it concludes that the researcher uses purposive sampling to verify that the respondent does meet the criteria for being in the sample.

In an ideal situation, Cresswell (2012) states that we could select a sample of individuals who are representative of the entire population. Regarding that, the researcher involves two English teachers in seventh grade of SMPN 46 Bandung. The researcher chooses them because they must be known a whole of "*When English Rings a Bell*" well.

#### **H. Techniques for Collecting Data**

According to Creswell (2012), that technique of collecting data covers the way to limit the research, to gain the information through observation and interview, documents, and to make a plan to record the information. In this research, the researcher employed the document analysis and interview as instruments to collecting data.

This research applies the criteria of good reading materials by Patel and Jain's (2008) theory. It provides a framework of the criteria of good reading materials on

the textbook. Afterwards, to know the teachers' perception of the reading materials, the researcher use interviewed to the two English teachers.

### **1. Document Analysis (Checklist)**

According to Alwasilah (2002) states document are the things that are written or documented (as film, audio, video, book) besides record data which is not prepared by the writer request. They can be as a letter, journal, students' work and textbook.

The document was analyzed by using a qualitative checklist that contains standard criteria for analyzing the reading materials. The checklist that was designed by the researcher to analyze the reading materials in *When English Rings a Bell* textbook based on Patel and Jain's (2008) theory. The checklist method suggests by McGrath (2002). According to McGrath (2002), checklist method consists of list items with the purpose to identify the information within the materials.

### **2. Interview**

According to Creswell (2012), interview occurs when researchers ask one or more participants general, semi-structured questions and record their answers. Adds Cresswell (2012), a semi-structured form of an interview conducted with several guiding questions, but it is possible to have spontaneous questions if the questions prepared do not meet the intended purpose. The researcher used the semi-structured form of interview technique to ask the teachers' opinion about the reading materials on *When English Rings a Bell* textbook. The instrument of the interview adapted by Patel and Jain's (2008) theory.

## **I. Data Analysis**

Afterwards, the researcher analyzed the data to figure out the result. In this research, the data analysis used the qualitative method. The analysis of data is sorted, coded, and formatted into a picture as what Creswell (2012) suggest. Therefore, the data are taken from document analysis and interview. The data analysis is organized based on each data collection technique.

Data analysis is the define step in research because it functions to conclude the result of research. The steps used to analyze data in this research follow the steps from Creswell (2012).

### **1. Preparing and Organizing The Data.**

The researcher organizes all the data were taken from document analysis and interview. In this step, the researcher takes five reading texts from the textbook.

### **2. Exploring and Coding the Data.**

The researcher reads through all the data to obtain the criteria for good reading materials on the textbook.

### **3. Coding to Build description and Themes.**

Codes are then used to develop descriptions of people and place. Collected data are analyzed to develop study towards participants to find the analysis of teachers' perceptions of reading materials on the textbook.

### **4. Representing and Reporting Qualitative Findings.**

The findings of the research are represented in a visual display that may include the figures, diagrams, and tables. The data is categorized and ranked based on the result of the data.

## **5. Interpreting The Finding.**

The researcher is interpreted to find the meaning of the research. The interpreted result of the research comes from the references, from available previous studies, and using it as a suggestion for further research. Then, the researcher makes the conclusion of the research based on the result.

## **J. Concluding Remark**

This chapter has presented the principle of the research, specifically on the reading materials analysis. Based on the elaboration presented in this chapter, it can be concluded that this research due to the fact in which reading materials analysis is important. Thus, this research attempts to achieve the goal of finding out the aspect from the reading materials in *When English Rings a Bell*, which fulfills the criteria of good reading materials. Then, the next chapter deals with literature review.

