

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The caliber of the teaching resources used in Indonesian English language instruction has a significant impact on the language proficiency and general learning objectives of the students. An essential tool for achieving learning goals is instructional materials. It can help teachers create educational activities, and kids can learn both at home and at school. To guarantee the quality of the teaching materials created, they must be produced using fundamental ideas, methodical methods for developing instructional materials, and evaluation standards that will be applied in the field. One sort of instructional resource is a textbook.

Every school requires textbooks since they are essential. The Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia number 25 of 2022, which deals with the evaluation of educational publications, highlights the significance of textbooks. Textbooks are defined as (a) books written for educational purposes following the National Education Standards and (b) the primary textbooks are those that are given away for free by the central government and that must be used to learn following the relevant curriculum. To promote learning in the Merdeka curriculum, the Ministry of Education and Culture, the Research and Development Agency, and the Center for Bookkeeping have developed English textbooks. One such textbook is titled "English for Nusantara" and is intended for junior high school students in grade eight.

According to Syahid et al. (2024), Textbooks are vital instructional resources that help ensure that English is taught and learned effectively. Hanif et al. (2021) state that the textbook serves as a supportive medium that students must adhere to through structural suppliers, developments, and simulations of cognitive processes. According to Li et al. (2024), a significant correlation exists between students' use of textbooks and their interests and attitudes. Given the significance of textbooks in learning, teachers must carefully choose those that best meet the needs of their pupils. Thus, it is crucial to perform an instructional resource analysis to evaluate the textbook's quality.

Using Brian Tomlinson's Theory, the researcher examines the material in the eighth-grade junior high school English textbook "English for Nusantara." The research on textbooks is important because it identifies the strengths and weaknesses of books in supporting English language learning and their relevance to the Indonesian education curriculum. The results of this analysis have the potential to provide recommendations for the improvement of teaching materials, which could raise the standard of instruction at high schools. In addition, this study also contributes to the educational literature and provides insights into customizing teaching materials to the local context, making them more relevant and effective for students. Overall, this research is crucial to guarantee that English teaching materials are of the highest caliber and appropriate to students' needs in Indonesia.

This study aims to evaluate the feasibility of using the English textbook "English for Nusantara" with junior high school students in grade 8. This textbook was selected because it is one of the key resources for English language study at that level and is utilized in many Indonesian schools. To determine the viability of the textbook being studied, the researcher applies Tomlinson's theory. Tomlinson's approach provides several standards by which books can be evaluated. Tomlinson's thought has straightforward and intelligible criteria. According to Sholah and Rohma (2021), Tomlinson's theory makes it easier for researchers to measure a book's applicability by providing clear and straightforward criteria. Thus, this theory facilitates the process for scholars wishing to assess a book's viability. It is expected that assessing the feasibility of this textbook would enhance junior high school English instruction and offer suggestions for future authors.

The researcher's preliminary observations of the textbook content indicated that the content, structure, and relevance of the book potentially misaligned with Brian Tomlinson's standards for a quality textbook, such as:

1. 14th criterion: Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement, which stimulates both right and left-brain activities

This initial misalignment between the content of the textbook "English for Nusantara" and Tomlinson's criteria, considered essential for an effective English textbook, indicates a gap in how this textbook could potentially support student

learning at SMP Negeri 1 Gunungsitoli Barat. **“A content analysis of the English Textbook 'English for Nusantara' for the Eighth Grade of Junior High School, based on Brian Tomlinson’s Theory”** is the title of the study, which aims to investigate good textbooks using Tomlinson's standards for instructional materials in English.

1.2 Identification of the problem

The following issues can be recognized based on the problem's background as described above:

1. The textbook content indicated potential misalignment with some of the criteria for a good textbook, according to Brian Tomlinson.
2. The significance of having useful textbooks and offering instructors direction.

1.3 Focus of the Research

From the background of the problem above, the focus of the research is “A content analysis of the English Textbook 'English for Nusantara’ for the Eighth Grade of Junior High School Based on Brian Tomlinson’s Theory in SMP Negeri 1 Gunungsitoli Barat.

1.4 Formulation of the Problem

The following inquiries comprise the research question, which is based on the previously mentioned study focus:

- 1) What are the criteria of Brian Tomlinson's Theory applied in the English textbook “English for Nusantara” for the eighth grade of Junior High School?
- 2) Does the material in the textbook “English for Nusantara” match the criteria of Brian Tomlinson's Theory?

1.5 Objective of the Research

The following are the research goals, which are based on how the challenges were formulated above:

- 1) To know the criteria of Brian Tomlinson's Theory in English Textbooks used in SMP Negeri 1 Gunungsitoli Barat
- 2) To know if the material in the textbook "English for Nusantara" matches the criteria of Brian Tomlinson's Theory

1.6 Significance of the Research

This research has several significant implications in the context of education. First, it can help enhance English teaching materials by pointing out the "English for Nusantara" textbook's advantages and disadvantages. This can help create better resources that support efficient teaching methods. Furthermore, the results of this study can give educators important information on how well their textbooks work, empowering them to choose their instructional methods and resources more wisely.

This research can also inform curriculum developers and policymakers about the quality of existing textbooks, potentially leading to the creation of more effective educational resources that meet students' needs and align with modern pedagogical standards. Additionally, by contributing to the body of literature already available on textbook evaluation and material production in language instruction, this study serves as a resource for further research, especially with regard to Indonesian education. Since high-quality materials can produce more interesting and effective learning experiences, this research attempts to improve student learning outcomes by ensuring that textbooks satisfy high standards.