

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Reading **is** a crucial activity for understanding lessons, and reading skills **are** usually acquired at school. This language skill **is** unique and vital for the development of knowledge and communication in human life. This skill **is** considered unique because not everyone who **can** read **uses** it as a means of empowerment or to foster a culture of reading. Reading **is** very important for the growth of knowledge because most knowledge transfer **occurs** through reading. According to Era Astaty (2023), discussing reading skills in English language teaching in Indonesia **is** particularly interesting due to the diverse range of reading activities involved. Nalliveettil (2014) **notes** that reading **can be** challenging due to vocabulary knowledge, unfamiliarity with the subject matter, text complexity, and ineffective reading strategies, as highlighted by Zakia Ramadhani (2024).

Teaching materials **are** created to improve the educational process and **help** individuals **achieve** a better understanding of specific subjects or concepts. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 56/M/2022 concerning Curriculum Implementation, textbooks **must be** suitable as teaching materials in teaching and learning activities. Before using textbooks, teachers **need** to select high-quality books that **suit** the needs of students. Cunningsworth (1995) **explains** that the selection of textbooks **involves** two main steps: first, identifying the objectives and goals of the programme to be taught, and second, analysing the learning context in which the material **is** applied

(Melania Indar Nur Febraningrum, 2023). Textbooks **are** known as one of the most commonly used resources in the teaching and learning process. Textbooks **consist** of material that students **can** read, process, and transform into knowledge and skills. To help students achieve competence, textbooks **offer** guidance through various activities. Brown (1994:143) **emphasises** that textbooks **are** important for supporting the teaching and learning process and **facilitating** student understanding. Additionally, textbooks **assist** teachers in lesson preparation. Textbooks **play** a vital role in the learning process by **presenting** curriculum-based instructional material, which **helps** achieve educational objectives. Textbooks **provide** convenience for teachers and students during learning and **serve** as a source of knowledge and material that teachers **can** apply using various teaching methods. Textbooks **are** a vital resource for teachers to **deliver** lessons, while students **rely** on them for their learning needs, as noted by Harmer (2007), cited in Encik Siti Adilah (2023).

The research shows that English teachers at SMP N 13 Tanjungpinang use textbooks as a medium for teaching reading. However, students face several challenges in reading. Many students struggle to understand the text and vocabulary, which causes difficulties while reading. Students also often feel confused when they try to read English texts, as they see English as a foreign language. This adds to their challenges in class. The teachers mainly use English textbooks without fully checking whether they meet quality standards. Therefore, it is important to evaluate whether the content of these textbooks matches this evaluation aims to assess the current educational standards and to meet the needs

of seventh-grade students in improving their reading skills. This process helps identify the strengths and weaknesses of the textbook in supporting the teaching and learning process.

Given the issues mentioned, it is crucial for teachers to select high-quality English textbooks or reliable resources to aid students in the learning process, particularly in developing their reading skills. This motivates the researcher to undertake a more thorough study titled 'A Content Analysis of Reading Materials in the English Textbook English For Nusantara for 7th Grade Students.' Consequently, the researcher chooses to analyze the reading activities within the textbook. Most exercises in this book are categorized by skill level, allowing the researcher to differentiate between reading materials and those for other skills. Additionally, the book adheres to the Merdeka Curriculum, which is the current curriculum, makes the researcher believe that this textbook is suitable for the study.

1.2. Identification of the Problem

Based on the study's background, the researcher identifies several key issues: (1) Students primarily struggle with understanding the text and vocabulary in the textbook. (2) Students often feel confused when reading English texts. (3) The reading materials in the textbook need modification to match the learning objectives.

1.3. Limitation of the Research

In this study, the researcher focuses on the content of the 'English for Nusantara' textbook for seventh-grade junior high school students. The researcher analyzes the quality of the reading materials in the textbook to determine if they

meet established reading standards, as suggested by Celce Murcia (2001) and Melawati and Hamied (2020).

1.4. Research Question

Based on the background of the problem above, the research questions are,” To what extend do the reading material in the “English for nusantara” for grade 7 align with the criteria for a good reading material suggested by Celce Murcia (2021) and Melawati & Hamied (2020)?

1.5. Objective of the Study

.The purpose of this study is to analyse whether the readings in the textbook ‘English for Junior High School Class VII’ meet the criteria of good reading material suggested by Celce Murcia(2021) and Melawati & Hamied (2020).

1.6. Significance of the Study

It is hoped that the results of this study contribute both theoretically and practically

1. Theoretically, this research aims to provide evidence that supports theories regarding effective reading materials in textbooks.
2. Practically:
 - A. EnglishTeachers

The results of this study provide meaningful guidance for English teachers in selecting and assessing textbooks to ensure they align with the criteria for effective reading materials prior to classroom implementation.

- B. Students:

The research facilitates students in choosing suitable reading tasks from English

textbooks to develop their reading abilities.

C. Researchers:

The study provides a general understanding of how to assess textbooks and other English instructional materials, serving as a foundation for future research.

1.7. Definition of the Key Terms

To provide an in-depth understanding of this research, the following are the definitions of some key terms

1. Content Analysis

Content analysis is a research method used to identify patterns, themes, and meanings in communication. This analysis is done systematically and objectively to interpret the content.

2. Textbook

Textbooks are books specifically designed for use in formal learning, usually in schools or universities. Textbooks include structured and systematic subject matter about a particular subject or area of study.

3. Reading

Reading is the act of understanding and extracting information from the content presented in a written text.