CHAPTER I

INTRODUCTION

This chapter presents ten sections that function as an overview of this research. Those sections are background, reasons for choosing the topic, scope of the research, research questions, aims of the research, significance of the research, population and sample, research methodology, clarification of terms, and organization of the paper.

1.1 Background

Textbooks, inevitably, become required elements in language instructions. Brown (Brown, 2001) claims that textbooks are viewed as the most understandable and the most communal form of material supports used in language instructions. In agreement with this, Pinter (Pinter, 2006) also convinces that textbooks are crucial to instructions. It is because they are functioned as materials that give guidance of any activities in many classrooms.

Some teachers use textbooks as their primary sources of their instructions, while some others use them only as supplement to enrich their materials. For those who rely heavily on textbooks, they should give more attention on the process of choosing the textbooks. The wrong choice of the textbooks will harm the instruction itself, especially the students, because it will cause some misleading to them. For that reason, consequently, textbooks evaluation is considered as a necessity to do.

Textbooks evaluation, according to Harmer (Harmer, 2001), is "an out-class judgment on how well a book has performed in fact" (Harmer, 2001: 301). In other words, this process is assessing how appropriate the textbooks can be used in instructions. Textbooks evaluation is required in order to control the mass production of textbooks offered by numerous publishers. Damayanti (Damayanti, 2001) in her paper states that the massive market of textbooks is potential to lead to a condition where the quality of some English textbooks is illegible.

A number of studies have identified some weaknesses on textbooks that are widely marketed. For example, a recent research conducted by Yusuf (Yusuf, 2008) found that there are some weaknesses of an English textbook used by senior high schools in Bandung. It shows not only the materials provided are inappropriate to the students, but the textbooks also cannot give much help to the teachers in designing their instructions.

Seeing the facts above that evaluation of textbooks is being an urgency and some findings that many English textbooks do not satisfy the requirements of proper textbooks, this research, therefore, aims to evaluate English textbooks which are limited to English textbooks for young learners used in twenty-five primary schools in Bandung Kulon.

1.2 Reasons for Choosing the Topic

Based on the background aforementioned, this research aims to conduct an investigation by evaluating textbooks used in primary schools, especially in the region of Bandung Kulon. The reason to choose Bandung Kulon as the research

area is the accessibility of subjects. Meanwhile, the reason in choosing textbooks used in primary schools as the research subject is that lately, especially in Indonesia, Teaching English to Young Learners (TEYL) becomes a phenomenon. Hence, it is decided to conduct this research entitled *English Textbooks for Young Learners Used in Twenty-Five Primary Schools in Bandung Kulon.*

1.3 Scope of the Research

This research focuses only on evaluating textbooks used for teaching English in primary schools in the region of Bandung Kulon. The scope focuses on a series of textbooks published by a particular publisher that is mainly used by English teachers in twenty-five primary schools in Bandung Kulon.

1.4 Research Questions

The problems to be investigated in this research are aimed to answer the following questions:

1. To what extent do the materials contained in the textbooks accommodate young learners' characteristics?
2. What kinds of supports are provided for teachers in order to help them use the textbooks in their instructions?

1.5 Aims of the Research

Given the research questions, this research is aimed at the following:

1. To find out the extent to which materials contained in the textbooks accommodate young learners' characteristics

2. To find out kinds of supports that are provided for teachers in order to help them use the textbooks in their instructions

1.6 Significance of the Research

This research is hoped to be able to give a significant contribution to English teachers as a consideration in choosing and/or using textbooks for their instructions.

Besides, this research is also hoped to be able to be the enrichment in references of Teaching English for Young Learners.

1.7 Population and Sample

The population of this research is English textbooks for young learners used in primary schools in Bandung Kulon. From that wide population, this research only picks three textbooks that are published by Erlangga entitled *Grow with English: An English Course for Elementary Schools Students,* book 4, 5, and 6.

1.8 Research Methodology

Research methodology consists of three aspects. The first one is research method and techniques used. It is talking about method and techniques used in conducting this research. The second is data collection that is talking about how the data required in this research are collected. Lastly, the third aspect is data analysis that is talking about how the data are being analyzed after they have been collected.

1.8.1 Research Method and Techniques Used

For this research, what Grotjahn (Grotjahn, 1987 cited in Nunan, 1992) states as a mixed form between quantitative and qualitative research is employed. This research is called qualitative research because it applies descriptive study as a way to explain the data investigated, and the analysis are mostly presented interpretively. On the other hand, it is called quantitative because this research also talks about quantity and percentage. The final goal of this research is to give a systematic, factual, and accurate description and illustration of the English textbooks for young learners used in twenty-five primary schools in Bandung Kulon.

1.8.2 Data Collection

In this research, some steps are used in order to get the data required. Firstly, it is begun by conducting a survey by doing some informal face-to-face interview to some teachers to investigate only about what textbooks are used by

them. This survey is intended to find out the publisher, the author, and the title of the textbooks. It involves 13 teachers from 25 primary schools in Bandung Kulon.

The next step is deciding which textbook is mostly used by English teachers in primary schools in Bandung Kulon. This research focuses on one publisher only. From that one publisher, this research picks a series of textbooks for fourth, fifth, and sixth grade of primary schools. The reasons underlying the choice of the grades are that not all of the primary schools teach English to their students from the 1st grade, and that the curriculum, STANDAR ISI KTSP 2006, has been made only for the fourth, fifth, and sixth grade.

1.8.3 Data Analysis

The analysis of the series of the textbooks that have been chosen is conducted by analyzing the materials provided in the textbooks. This step is also usually called document analysis. It employs what is called descriptive analytical method. According to Ratna (2004), descriptive analytical method is a method that explains something structurally to give a systematic, factual, and accurate description and illustration.

The analysis is in the form of checklist that is adapted from Scott and Ytreberg's theory. Then, the step is followed by probing the suitability of the textbooks to young learners' characteristics and identifies kinds of supports that are provided for teachers in order to help them use the textbooks in their instructions.

1.9 Clarification of Terms

The clarification of some important terms used in this research is given as follow, in order to avoid misinterpretation.

- Textbook

Textbooks are books used by teachers in teaching English to their students. Textbooks in this research refer not only to textbooks used as primary sources of instructions but also for textbooks functioned as supplement materials in instructions.

- Young Learners

Young learners are children with range of age from four to twelve.

- Teaching English for Young Learners (TEYL)

TEYL is one of English teaching program proposed to fill the special need of young learners.

- Primary school

Primary schools are schools that the students' range of age is from six to twelve. They use native language rather than English in their daily activities. Primary schools are also usually known as elementary schools.

1.10 Organization of the Paper

The paper will be presented into five chapters and each chapter has subtopics elaborated the issues given.

Chapter I is introduction. It consist of background of this research, reasons for choosing the topic, scope of this research, research questions, aims of this

research, significance of this research, population and sample, research methodology, clarification of terms used in this research, and organization of the paper.

Chapter II is the theoretical review. It is dealing with theories of roles and usages of textbooks in language instructions, what constitute good textbooks, and textbooks for young learners. Theoretical review is needed by this research as the basic guidelines and main reviews.

Chapter III is research methodology. It is related to the method used by this research that includes research design, data collection techniques, and data analysis.

Chapter IV is finding and discussion. It will describe the result of this research. The result will answer the questions of this research, which are "To what extent do the materials contained in the textbooks accommodate young learners' characteristics?" and "What kinds of supports are provided for teachers in order to help them use the textbooks in their instructions?"

Chapter V is the conclusion and suggestion of this research.

Lastly, the paper is ended by references.