

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, purposes of the study, and statements of the problem. In addition, this section elaborates the scope of the study, the significance of the study, and the organization of the paper.

1.1 Background of the Research

Textbook is not a peculiar term in the educational studies and it has an important role in education. Textbook are usually used to cover the teaching and learning contents per semester or per year. The teaching and learning contents inside the textbook will become the source for the teaching and learning process conducted by teacher as their teaching material in the classroom. Moreover, textbook were constructed by some experts on the subject (McGrath, 2008: 7) with the assistance of publishers and they were evaluated by the government agency (Mahmood, et.al., 2009).

“Textbooks are located at the interface of the formal curriculum and the lived or live curriculum”(Berman, 1987; Perrenoud, 1984 cited in Lebrun et.al, 2002).In other words, nowadays, the curriculum has been substituted by the work of authors, publishers and textbook selection committees. It is also supported by the fact that many teachers create their syllabus based on the textbooks they usually use.

The needs of textbooks for both teachers and students caused the sale of the textbooks increased and it makes the increment number of textbooks produced. Consequently, the quality of the textbooks becomes uncontrollable. It also caused confusion to the teachers to choose the most suitable textbook for their particular group of students (see Cunningsworth; 1995, McGrath, 2002; Prasetyo, 2013).

In relation to the government rules number 32 year 2013 regarding the duty of Educational National Standard, the centre of curriculum and books, and the ministry of culture and education towards the controlling of textbook's quality and authority to do textbook standardization process is on Badan Standarisasi Nasional Pendidikan (BSNP). It can be drawn that BNSP has the responsibility for the quality of the textbooks published. Meanwhile, there are some cases stated that there are an inappropriate textbook used at school. Taking the example from the case arose on July 2013 when a parent found pornographic content in her child's school textbook. The article shows that this incident happened because the teacher and the school did not conduct the evaluation and investigation on the books they were going to use (Harahap, 2013).

In order to deal with teacher's confusion in choosing textbook, evaluation can become one of the methods to choose it. This evaluation is aimed at preventing a school or a teacher to choose an inappropriate textbook for the students based on the curriculum, value and age of the users (Harmer, 2001:301)

This research will focus on the evaluation to a series of English textbook used by 4th and 5th graders students in a private elementary school in Cimahi. English textbooks for elementary school students should possess some criteria to be said a good textbook such as physical appearance, contents and supports from the textbook to the teacher, and etc.

Therefore, conducting evaluation on the textbooks is very important. The evaluation is based on the lack of quality of the English textbook that is appropriate for young learners. However, only few researches concerning the evaluation at young learners' English textbooks conducted in Indonesia. Thus, this research expects to fill the gap on this field. In addition, this research is aimed at finding out whether the English textbooks used in one elementary school in Cimahi is appropriate for young learners and to find out the opinion from the teacher and students towards the books.

1.2 Purposes of the Research

From the background of the study aforementioned, the study is aimed at:

1. finding out whether the English textbooks used for 4th and 5th graders in a private elementary school in Cimahi is appropriate for young learners, and
2. finding out the opinion from the teacher and some students towards the textbooks

1.3 Statements of the Problems

The study, then, addresses the following questions:

1. Are the English textbooks used for 4th and 5th graders in a private elementary school in Cimahi is appropriate for young learners?
2. What are the opinion from the teacher and some students towards the textbooks?

1.4 Scope of the Research

This research focuses on evaluating textbooks used in a private elementary school in Cimahi, using textbook evaluation checklist reformulated by Komalaningsih (2009) which refers to the theory from Scott and Ytreberg (1990) about how to teach English to young learners, Woodward (2001) about physical appearance and Harmer (2007) about the supports provided by the textbooks. The evaluation would be conducted in every chapter of these books. The scope will only focus on the 4th and 5th grades English textbooks from the same publisher on a private elementary school in Cimahi.

1.5 Significance of the Research

This research is expected to give a clear description on the series of textbook that has been evaluated on this research. The clear description itself can be a resource of consideration for teachers when they have to conduct those textbook evaluations for their students.

In addition, this research was hoped to enhance the quality of the English textbooks. Through conducting the evaluation, the writer of the textbook and also the publisher can evaluate their own textbook and improve the weaknesses and increase the strengths in these textbooks to become a good and proper textbook for young learners.

Besides, this research is also expected to be able to make a contribution on current research and give enrichment in reference to the Teaching English to Young Learners area and also Textbook evaluation in the related field.

1.6 Organization of the Paper

This research consists of five chapters. The organization of the chapters is as follows:

1. CHAPTER I: Introduction

This chapter presents the background of the research, the purposes of the research, statements of the problem, the scope of the research, the significance of the research, and the organization of the paper.

2. CHAPTER II: Literature Review

This chapter consists of the review of the rules and usage of the textbooks. Then, the elaboration of the advantages and disadvantages of the textbook are explained. Brief overview towards the criteria for a good textbook, textbook evaluation, and the young learners' characteristics are elaborated. The conclusion of the chapter is also presented in this chapter.

3. CHAPTER III: Research Methodology

This chapter elaborates research site and participants, research design and method, data collection and data analysis techniques are put forward. In addition, an overview of the checklist as the tool for analysing

the textbooks, clarification of related terms, and concluding remark of the chapter are exposed.

4. CHAPTER IV: Findings and Discussion

This chapter presents the findings and discussions of the data collected. The findings and discussions of the data were obtained from document analysis and interview to the teacher and some students. The concluding remark ends the chapter.

5. CHAPTER V: Conclusion and Suggestion

The last chapter provides conclusion of the research based on the result of data analysis. Furthermore, it also states suggestions for the betterment of further research.