

CHAPTER I INTRODUCTION

1.1 Background of the study

An English textbook is a basic resource to determine the quality of language input and the language practices during teaching learning process in an English course. Its functions are not only as a guidance of teaching and learning but also as a developing material as well as a substantial and observable component of pedagogy content. All aforementioned functions as stated by Graves (2000:151), contain the decisions about developing materials, which are rooted in the beliefs, understanding, and experience. In general, materials in a textbook also depend on the goals and objectives, the ways to conceptualize the content of the course, the ways to organize and sequence the course, and the understanding of the students' needs. After all, using a textbook or a course book needs the awareness of the right level of language, the suitable topic or content for students, the right kind of activities in the book, and the logical of sequencing the lesson. These awareness are all of the teachers' decision which the appropriate textbooks to be undergone.

A textbook needs to be evaluated. For instance, exercises or activities in the workbook. In evaluating this quality of the exercises or activities from a textbook, the four key points exercises and activities are suggested by Garinger (2002:1-2). First, the exercises and activities in the textbook should contribute to students' language acquisition. Second, the exercises should be balanced in their format, containing both controlled and free practice. Third, the exercises should be progressive as the students move through the textbook, and finally the exercises should be varied and challenging. In summary, one of these evaluation criteria enables to lead into a standardized textbook.

Material design has correlated with the selection of texts and other materials for course. After all, the selection of a textbook is concerned with the current curriculum and in case of a standardized textbook. However, there are several reasons that teachers are less interested in using the available standardized

textbook provided: (1) the activities in a textbook are so excessive that the teachers are hardly able to attain the semester target course, (2) a textbook fit uncomfortably either in the reason of time, culture, or level proficiency age, (3) a textbook has an advance knowledge and skill that unsuitable with the user of the textbook, (4) a textbook is less provided the content with language items, ideas, strategies, or principles in which the teachers need to be applied, and (5) a textbook does not involve the current and recently curriculum issues (Nation & Macalister, 2010).

Most of the studies on the use of textbooks by teachers (Yip, 2000; Li, 2005; Kurniati, 2006; Hodijah, 2006; Alamri, 2008; Kesumo, 2009; LaBelle, 2010; Tok, 2010; Rahimpour & Hashemi, 2011; Matra, 2012) reveal that the aforementioned reasons for unsuitable textbooks are still relevant to the teachers' perceptions and beliefs. To some certain extent, other two studies have focused on the content textbook (Juan, 2010; Muslih, 2009). The first one has focused on the culture in the textbook, the other has focused on the writing process of textbooks. Moreover, the evaluation of textbooks content is presented by international writers (Miekley, 2005; Mukundan, *et al.*, 2011; Tsiplakides, 2011; Hashemi & Borhani, 2012; Rahman, 2012).

All studies of textbooks aforementioned have drawn attention to the teachers' perspectives and beliefs on how a suitable textbook should be. However, it is hardly any local evaluation of textbooks content. Taking all consideration into account, this study merely focuses on whether the English textbook's quality has fulfilled the criteria for textbook content development, and second, whether the English textbook' quality has fulfilled the criteria suggested by Curriculum 2013. By analyzing the content of the local textbook through content analysis, hopefully this study can make contribution to provide an excellent textbook.

Furthermore, content analysis of a textbook in this study is undertaken by categorizing whether there are any accomplished criteria or at least represented criteria in a chapter in a textbook. The criteria are suggested by Rahimpour and Hashemi (2011), Mukundan, *et al.* (2011) and Miekley (2005) and Robinett (Brown, 2001). The analysis involves first, whether the English textbook has

fulfilled the criteria for the textbook content development, and the second, whether the English textbook has fulfilled the Curriculum 2013 requirement. All of the prerequisites in a standardized textbook has been analyzed in detail to infer the generalization about a reasonable textbook used in and out of classroom.

1.2 Purpose of the study

The purpose of the study is to analyze and to evaluate the material presented in a standardized textbook. The analysis and evaluation of the textbook in this study use the current issue in Curriculum 2013, which is the current curriculum implemented recently in Indonesia. The study analyzes two mainstreams: (a) the content of English textbook which has fulfilled the criteria for the theories of English textbook content development. It covers language skills, vocabulary, grammar, exercises and activities, language functions, format (physical make-up and the attractiveness of the text), approach in designing a textbook, as well as methodology (methodological guidance, (b) the content of an English textbook which has fulfilled the curriculum 2013 requirements. It has covered the competencies, a framework, learning's model, scientific approach, and cultural content. All the elements are presented to achieve a standardized textbook with a certain coincidence between needs and aims of the learner, as well as activities that will take place in a classroom.

1.3 Research questions

The research questions of content analysis of an English textbook are :

1. To what extent has the English textbook fulfilled the criteria for textbook content development?
2. To what extent has the English textbook fulfilled the Curriculum 2013 requirement?

1.4 Significance of the study

Generally, this study gives information on how the textbook performed in general. This is mainly proposed to be shared with English teachers how to keep with the resource book and how to handle the difficulties found in the textbook.

On the other hand, this study is proposed to publishers to create a joyful textbook to arise students' curiousness of learning English and to revise the textbook in accordance with this study of content analysis of an English textbook. As the textbook is for students in junior high school, who mostly are teenagers, their curiosities to gain the knowledge from presentation of a book depend on how a book suitable and attractive to them.

1.5 Definitions of the terms

The terms applied by this study is explained as follows:

Curriculum is a general statement of goals and outcomes, learning arrangements, evaluation and documentation relating to the management of programs within an educational institution (Feez & Joyce, 2009). Language curriculum development is an aspect of a broader field of educational activity. It focuses on determining what knowledge, skills, and values students learn at schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated (Richards, 2002).

Syllabus is an explicit and a coherent plan for a course of study. A syllabus is a guide or map for the teachers and the learners which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by teachers and negotiated learners. It specifies what is to be taught in a particular course of study (Feez & Joyce, 2006); a syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in a course which the syllabus was designed (Ur, 2009). A syllabus is a plan of what to be learnt in a course of study. Syllabus decisions are affected by the broader educational and socio-political environment. (Feez & Joyce, 2009)

Textbook (In some references, using 'a coursebook') is a created material, refers to the textbook and other specially developed instructional resource (Richards, 2002). A text is any stretch of language which is held together cohesively through meaning (Feez & Joyce, 2006).

Analysis is the study of something by examining its parts and their relationship.

(Hornby, 1990); *An Analysis* (particularly *content analysis*) is a technique for examining information, or content, in a written or symbolic material. Content analysis is used for exploratory and explanatory research but is most often used in descriptive research (Neuman, 2003). It defines the process of summarizing and reporting written data – the main contents of data and their messages (Cohen *et al.*, 2007). Content analysis is a research technique for systematic classification and description of communication content according to certain usually predetermined categories (Wright in Berger, 2000).

Evaluation is an act of identifying to see whether or not a program which has been planned beforehand accomplished, worthy, and effective. Evaluation involves value judgement. Evaluation is actually the application of a variety of assessment ways and tools in order to gather information as to how far the learning objectives or students' competence have been achieved. It is pointed out that evaluation involves making judgements (concerning what is desirable) based on that gathered material. (Curriculum Centre, Classroom Assessment Guide, 2003). Evaluation looks at all aspects of curriculum design to see if the course is the best possible with all the parts of the curriculum design process (Nation and Macalister, 2010)

1.6 The thesis Organization

This thesis is organized into five chapters. First of all, an introduction is organized in chapter one that addresses background, purpose of the study, research question, significance of the study, definitions of the terms, and organization of this thesis.

Chapter two discusses literature review which contain the concept of (1) definition of textbook, (2) an approach to design textbook which cover level in a textbook; the organization of a textbook; as well as a textbook presentation, (3) a standardized textbook, (4) a guidance to evaluate a textbook, (5) integrated language skill which cover listening, speaking, reading, writing, as well as vocabulary and grammar (6) text type which covers factual and literary description; information report; procedure; procedural, factual recount, literary recount; discussion, explanation, analytical and hortatory exposition; narrative;

and response, (7) teacher's book, and finally (8) Curriculum 2013 which discusses (a) the competencies; (b) a framework for textbook analyzing which covers attitude, skill, and knowledge; (c) three learning models: Problem-Based Learning (PBL), Project based learning (PjBL), Discovery learning (DL); (d) Scientific Approach as well as (e) cultural content.

Methodology is the third chapter which is discussed in this thesis. It contains research design, data collection and analysis. Meanwhile, Chapter four presents finding and discussion. These finding and discussion have been organized to (1) the English textbook based on the criteria for textbook content development It covers language skills, vocabulary, grammar, exercises and activities, language functions, format (physical make-up and the attractiveness of the text), an approach in designing a textbook, as well as methodology (methodological guidance), (2) textbook features based on the Curriculum 2013 requirement. It has covered the competencies, learning's model and cultural content.

The final chapter, Chapter 5 contains conclusions and suggestions. The first is conclusions, which cover (a) the English textbook which has fulfilled the criteria for textbook content development and (b) the English textbook which has fulfilled Curriculum 2013 requirements. The second is suggestions which cover suggestions for further research, writers, publishers as well as teachers