

CHAPTER I

INTRODUCTION

This chapter presents the general points of this study covering the background, the research questions, the aims of the study, the scope of the study, significant of the study, the research method, the clarification of terms, and the organization of the paper.

1.1 Background of the Study

Textbook can be considered as one of essential teaching materials used in EFL classes. Therefore, many English textbooks are available for teachers as a support for teaching and learning process. In relation to this, Harmer (2007) affirms that with a good textbook, it is possible to conduct English learning activity more attractive. Besides, a good textbook may also provide idea of how language lessons should be delivered (Tomlinson, 1998). In other words, textbook may influence how teaching materials are conveyed. Similarly, Koutogi (2013) also argues that the use of textbooks may help teachers to conduct EFL courses in order to maximize the learning materials. Many students who are working with a textbook feel secure and have a sense of progression and achievement (Razmjoo, 2007 cited in Rahimpour, 2011).

However, it should be noted that there is no textbook which will ever be fit to a particular language teaching perfectly (Richards, 2002). In line with this, Cunningsworth (2008) affirms that there is no textbook which designed for a general market will be completely suitable for particular group of students since the status and role of English in one country may different from others. In Indonesian context, for example, English is taught as a foreign language while in other countries English may be taught as a second language. Moreover, there are some incidents when teachers have made rash decisions concerning English textbooks which led to useless working materials, frustrated teachers, and wasted money (Fredriksson & Olsson, 2006). As a result, the decision to select certain textbook should be carefully considered. Given this, textbook evaluation may contribute to the betterment of EFL course since it can assist teachers and students

to select appropriate books. In addition, the importance to evaluate textbook is supported by the fact that textbooks in EFL teaching are used on a large scale especially in Indonesian context. In EFL teaching, careful selection of particular textbook(s) can be made by EFL teachers in terms of its suitability for the aims, methods, and values to the EFL teaching program as elaborated on the curriculum and syllabus (Cunningsworth, 2008).

Dealing with the idea that teaching material including textbook is a component of curriculum, it must appear in order to help students achieving the learning aims and objectives. It is as stated by Cunningsworth (2008) that textbooks are seen as a source in attaining aims and objectives that have already been set in terms of students' needs. In accordance with this, the EFL textbooks must be relevant to the contextual information relating to the syllabus and institution (Tomlinson, 1998). In other words, as the commonest form of teaching material, it is fair to say that English textbook used by the teachers should fit to the existing curriculum in order to assist learners in achieving learning goals and objectives as stated in the syllabus (Nation & Macalister, 2010).

In Indonesian context, the ministry of education has introduced the curriculum 2013. Regarding the English language teaching in the new curriculum, actually, it is clearly stated that the curriculum still sustains the idea of school based curriculum (Suhardi, 2013). Nevertheless, there are several revisions that can be found in EFL teaching in terms of teaching materials as can be seen in the syllabus based on the 2013 English curriculum. In respond to this, it is probably safe to say that there are several new textbooks published by the ministry of education and other publishers. Consequently, textbook evaluation is essential in order to assist teachers to select appropriate new book(s) for students in teaching and learning process, particularly in EFL context. It is as affirmed by Sheldon (1988, cited in Mukunda, Hajimohammadi, & Nimehchisalem, 2011) that textbook evaluation is necessary since it may help teachers to investigate the probable strengths and weaknesses of a book. Dealing with this, as mentioned in the document of curriculum 2013, teaching and learning process should be conducted in order to develop students' skills, knowledge, and attitude so that the students can develop their soft skills and hard skills. Relying on this, since the

present study deals with content analysis of EFL textbook, this study only discusses the appropriateness of the textbook in order to assist students in developing their knowledge and skills.

Curriculum revision may affect teachers' use of teaching materials, including the selection of textbook (Richards, 2002). Hence, textbook evaluation is essential in order to assist teachers to select appropriate books for students in teaching and learning process. It is in line with the statement proposed by Wang (2006: 2) that "the idea of evaluating textbook is closely linked to the selection of textbook." In other words, to select a textbook, it is necessary to conduct an evaluation to ensure whether it is suitable since teachers should be selective in what they use in the classrooms.

In addition, great deals of studies have been conducted to identify whether EFL textbook used by the teachers fit to the criteria of good EFL textbook and the existing curriculum. In English as foreign language context, a study conducted by Litz (2001) to an EFL textbook used by English lecturers for students at Sung Kyun Wan University in South Korea, that is *English Firsthand 2*, reported that the textbook was suitable for the learners at the university since it is compatible with the university's curriculum. To be more detailed, the study also revealed that there were some weaknesses found in the textbook, such as lack of English for specific purpose focus. In Indonesian context, Abu-Darrin (2014) conducted a research in order to evaluate a commercial EFL textbook published by Putra Nugraha whether it is appropriate with the basic competences according to the Curriculum 2013. Through this study, it was found that most of the activities in the textbook did not conform to the basic competences in the syllabus based on curriculum 2013 for English teaching.

As mentioned previously, due to the existence of the new curriculum, there are several new EFL textbooks. Therefore textbook evaluation is essential. Moreover, in Indonesian context, the studies about evaluating EFL textbooks based on the curriculum 2013 have been rarely conducted. Therefore, different from the previous research, this study tried to portray whether the textbook published by the Ministry of Education, entitled 'Bahasa Inggris SMA/MA/SMK/MAK Kelas X,' for tenth grade senior high school and vocational

school students, appropriate for English syllabus based on the curriculum 2013 and identify the ways the textbook represents the criteria of EFL textbook. Specifically, the present study focuses on identifying whether the textbook is appropriate for the students' needs as elaborated in the basic competences. Although there are three types of basic competences that should be taken into account in the implementation of the existing curriculum, covering affective, knowledge and skills, this study only focuses on the basic competences which deal with developing students' knowledge and skills. Besides, this study also tries to investigate the aspects of textbooks which fulfill the criteria of good textbook.

1.2 Research Questions

Regarding the issues mentioned above, this study attempts to answer the following questions:

1. How do the features of the textbook for year ten of senior high school and vocational school students represent the criteria of good EFL textbook?
2. To what extent is the textbook appropriate for the English subject based on the curriculum 2013 as elaborated in the syllabus?

1.3 Purpose of the Research

Seeing the research questions above, the present study aims:

1. To investigate the way of EFL textbook entitled 'Bahasa Inggris' represents criteria of good EFL textbook.
2. To identify the extent to which the textbook represents English lesson based on curriculum 2013 as stated in the syllabus.

1.4 The Scope of This Study

This study limits its investigation at electronic English textbooks for senior high school students, particularly the textbook for tenth grade students of senior high school in order to assist them and teachers in teaching and learning process. Besides, this present study also limits this study, particularly in identifying the appropriateness of the textbook for curriculum 2013 since the study only focuses on the third and fourth basic competences as elaborated in the syllabus. This

concern is within the context of using textbook in English as a foreign language teaching.

1.5 Significance of the research

The present study is expected to provide theoretical, practical, and professional benefits, as follows:

1. Theoretical benefits

The research findings can be used to enrich theories in EFL teaching, especially in developing EFL textbooks and other teaching materials.

2. Practical benefits

In terms of practical benefits, this study is expected to provide advantages to the development of EFL textbooks in Indonesia. These research findings particularly are expected to be useful for teachers in order to select and evaluate appropriate English textbooks which are appropriate to be used in their classrooms.

3. Professional benefits

The findings of this study are expected to provide information for teachers in evaluating and selecting EFL textbooks in order to fulfill the demand of the learning goals and objectives based on English in the 2013 curriculum.

1.6 Research Method

The present study applied descriptive method. This kind of study is usually employed to describe an experience or a situation that occurs in reality as completely as possible (Sandelowski, 2000; Fraenkel and Wallen, 2006). Both qualitative and quantitative methods were also applied in this study. Through two textbook evaluation checklists as the instruments, this study identified the quality of an electronic textbook for tenth grade of senior high school students entitled “*Bahasa Inggris*” written by Widiati, Rohmah, and Furaida (2014). Besides, written document analysis was also utilized in order to obtain the data. In this study, the researcher together with two teachers were involved in evaluating the textbook in order to gain the data. Afterwards, the analysis of the data is presented in a form of descriptive explanation.

1.7 Clarification of terms

EFL Textbook : One of material supports for EFL instruction/teaching which may provide a variety of learning activities (Harmer, 2001; Richards, 2002).

Evaluation : A matching process of an electronic EFL textbook, that is, whether it fits the first grade of vocational school students' needs (Hutchinson & Waters, 1987).

1.8 Organization of the Paper

This paper is organized into five chapters, as follows:

Chapter 1: Introduction

This section contains introduction which discusses the background, the research problems, the research questions, the aims of the study, the scope of study, the research method, the significance of the study, and the organization of the paper.

Chapter 2: Theoretical Foundation

This section focuses on the theoretical foundations that are relevant to the study, with the use of textbook in EFL teaching and learning process as the main issue.

Chapter 3: Methodology

This part gives clear discussion about the research methodology that will be utilized to the study that includes the research design, the site and participants, the research methods, the data collection procedures, and the data analysis.

Chapter 4: Findings and Discussion

In chapter 4, the analysis and discussions of the results in the study are presented.

Chapter 5: Conclusion

This chapter presents the conclusions of the study and provides the recommendations in accordance with the study.

1.9 Concluding Remark

This chapter has presented the general points of the research including background, research questions, purposes of the study, scope of the study, clarification of terms, and organization of paper. In the next chapter, the literatures relevant to this study will be elaborated.