CHAPTER I
INTRODUCTION

This chapter presents the introduction of this paper. It covers background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

1.1. Background of the Research

The Curriculum 2013, the current curriculum in the national education of Indonesia, will entail lots of changes in the current education system of the country. For all stages of educational institutions, from elementary school to senior high school, numerous subjects will be dismissed (Nuh, 2013). Started from this coming academic year (2013/2014), the changes made will be on the process of learning, the number of subjects, and also the learning time will be longer than before. As the impact of those spreading, this curriculum will cause more unemployed due to the abolition of some subjects at school (Aziza, 2013). Therefore, this curriculum causes pros and cons.

The difference between Curriculum 2013 and the School-based Curriculum is about the competence aspect of knowledge and it puts attitude on the higher priority than skill competencies and knowledge (Nuh, 2013). It says that English, Social Science, and Science subjects will be removed from the subject list in the curriculum for elementary school. Social Science and Science will be intergrated in to other

subjects, such as Indonesian Language, whereas English can be learned as an extracurricular subject. I wonder if the government forgets that for reaching the bright future good attitude must be accompanied by knowledge. Moreover, those subjects are very important for chidren's developments. English is the international language, Social science teaches children how to socialize others, Science tell them about their own nature. I can't imagined how it will be if 6 years in elementary school are wasted without learning about those three important subjects completely.

In junior high school, it says that the students have to be taught more lessons in Math and Science than the last curriculum and the information and communication technology will be removed because they think this subject is a medium for learning other subjects.

In the last curriculum the students have to determine the major that they want to take in the second grade of senior high school, but in this new curriculum, they have to do it in the first grade of senior high school. Equal to the system for junior high school, senior high school will also lose the information and communication technology as one of the subjects.

As for this issue, Minister of education and culture (the Minister) Anies Baswedan finally expresses the Curriculum implementation Curriculum 2013 (K-13) to a limited extent.

Based on (Permendikbud no. 160, 2014), the implementation of the K-13 in limited release longest-running until the year 2019/2020 lesson later.

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Permendikbud dated December 11th 2014 that set the termination policy implementation of the K-13 and the return of the application of the 2006 Curriculum (Curriculum unit level education/KTSP) again.

In article 4 Permendikbud 160/2014, it is stated that primary and secondary schools can run KTSP until lesson 2019/2020.

Anies Baswedan (2014) stated that the enactment of the K-13, only to a limited extent in 6.221 unit schools, because the teachers are not yet ready. He spoke as good as any curriculum that runs, the key to its success is the teacher. "We used to rehearse his teacher until ready," he said.

In this rule, the enforcement of the K-13 in limited numbered semester effective March later. Anies confirms that schools are allowed to proceed back to K-13 implementation of schools that have been running for the past three semesters. That began the year 2013/2014 and then lessons.

In the meantime, the school returned to apply KTSP will get special attention, like training for principals, teachers, educational personnel, and superintendent of schools. This focused training to prepare for the implementation of the K-13 in each school, not only for teachers, but also for Textbooks and Supplementary preparations.

Textbooks, inevitably, become required elements in language instruction. Pinter (2006) claims that textbooks are crucial to instructions. In agreement with this, Brown (2001) also convinces that textbooks are viewed as the most understandable and the most communal form of material support used in language instruction.

Textbooks are useful in class activities because they can identify what should be taught or learned and indicate the methods should be used (Mukundan, Nimehchisalem, & Hajimohammadi, 2011). Textbooks provide materials effectively and economically. Moreover, textbooks also support learners in learning by themselves (Cameron, 2001).

Nowadays, most of English teachers in Indonesia use textbooks as a main source. These teachers who use textbooks as the only one source in their teaching activities treat textbooks like a recipe, a holy book, a springboard, a compass, a straitjacket, a survival kit, a supermarket, and even a crutch (McGrath, 2002). However, some other teachers use them only as supporting media and supplement to enrich their materials. For those who rely heavily to on textbooks, they should give more attention on the process of choosing the textbooks. The inappropriate choice of the textbooks will harm instruction itself, include the students. It will cause some misleading to them, especially students who learn English as foreign language (Ansari & Babaii, 2002). For that reason, consequently, textbooks analysis is considered as a necessity to do.

According to Harmer (2001), Textbooks analysis is an outclass judgment on how well textbook a book has performed in fact. In other words, this process is analyzing how appropriate the textbooks can be used in instructions. Textbooks analysis is required in order to control the mass production of textbooks offers by numerous publishers, because the massive market of textbooks is potential to lead to

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a condition where the quality of some English textbooks is illegible (Damayanti, 2001).

There has been research of textbooks analysis that identified some weaknesses and strengths of textbooks, for example, the research that found several English textbooks for young learners were still inappropriate to the learners' characteristic conducted by Sundayana and Gustine (2008). The result of their research shows that most of English elementary school textbooks did not include physic activities in using English and also presented the speaking materials in lowers size.

Another research on textbooks analysis was conducted by Yusuf (2008) who investigated the weaknesses of a high school English textbook. The findings show that not only the textbook provided inappropriate materials for students, but the textbook also cannot give much help to the teachers in designing their instructions which impact to students' comprehend to do activities or to get new information in learning process.

The fact above shows that textbook analysis is necessary and important to help all textbook consumers find a proper textbook. Analysis process is the first step forward in deciding how textbook should be profitable used in classroom. Therefore, this research aims to analysis suitability of the most used English textbooks to teenagers' characteristic in public state junior high school in Sumber District, Cirebon Regency.

1.2. Research Questions

In accordance with the background, this research is designed to answer the following questions:

1. How does the most used English textbook for state junior high schools in Sumber District, Cirebon Regency fulfill the criteria of an ideal textbook as perceived by the English teachers?
2. What are the strengths and the weaknesses of the most used English textbook for state junior high schools in Sumber District, Cirebon Regency?

1.3. Aims of the Research

With reference to the problems which are investigated, this study is aimed at:

1. To find out the fulfillment of the most used English textbook for state junior high school in Sumber District, Cirebon Regency to the criteria of an ideal textbook for young learners as perceived by the English teachers.
2. To find out the strength and the weaknesses of the most used English textbook for state junior high school in Sumber District, Cirebon Regency.

1.4. Scope of the Research

The research is limited to two concerns. It focuses on the fulfillment the most used English textbook for state junior high school in Sumber District, Cirebon Regency to the criteria of an ideal textbook and its strengths and weaknesses.

1.5. Significance of the Research

The present research is believed to have several significances for theoretical, practical, and professional benefits.

1.5.1. Theoretical benefit

The research findings can be used as the contribution towards the research about textbook analysis especially in state junior high school level.

1.5.2. Practical benefits

The research findings will be beneficially useful for students, teachers, and also readers who are interested in textbook analyzing especially textbook for state junior high school students. For students, this research is expected to encourage them to say what actually they need from a textbook. For teachers, the findings provide information about applicable textbook analysis, and also would help them to find the most appropriate for their students. In addition, for those who are interested in textbook analyzing, the finding presents the alternatives resource and example of textbook analysis.

1.5.3. Professional benefits

The research findings can help teachers and textbook writers to improve the quality of textbooks, in order to make the best possibilities way to improve English learning and teaching process in the classroom for the best come out from students themselves.

1.6.   Clarification of Terms

To avoid misunderstanding, the following is the clarification of the terms used in the present research.

1.6.1. Textbooks

Textbooks are books for used in an education curriculum (Brown, 2001).

1.6.2. Textbook Analysis

Textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning assists (McGrath, 2002).

1.7. Organization of the Research

This research paper is divided into five chapters. Chapter I is about introduction. Chapter II is about literature review. Chapter III is research methodology. Chapter IV is findings and discussion. Last, chapter V is the conclusions of the research and recommendations for further research.

1.7.1. Chapter I: Introduction

This chapter provides the background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of terms, and organization of the research.

1.7.2. Chapter II: Literature Review

This chapter presents related theoretical foundations of the research. It also includes related previous researches and theoretic position of the researchers that referred in the field under study.

1.7.3. Chapter III: Research Methodology

This chapter covers the method conducted in conducted in conducting the research. It covers the research design, research site, participant, data collection technique, and data analysis technique.

1.7.4. Chapter IV: Findings and Discussions

This chapter contains findings and discussions which present the result of the research.

1.7.5.   Chapter V: Conclusions and Recommendations

This chapter covers research result and recommendations for further research. This chapter will also state the result of the finding and suggestion.