

CHAPTER I

INTRODUCTION

This chapter presents background of the study, purpose of the study, and research question. This chapter also includes significant of the study, scope of the study, clarification of terms, and concluding remark that are presented in the end of chapter.

1.1 Background of Study

Evaluation toward English textbook is essential and a necessary activity considering the significant effect can be influenced by the use of textbook in English language teaching and learning. According to Cunningsworth (1995) textbook evaluation is important because it can identify the strengths and weaknesses of the book. Besides, it can tell which aspects of the book need to adopt new course or content renewal. A renewal of content material is always needed due to rapid development of knowledge and modernization particularly in language area. Moreover, textbook evaluation can identify the degree of material suitability which is not only teachable, but also fits with the need of teachers and students as well as the organization overall curriculum (Sheldon, 1988 and Cunningsworth, 1995).

The important of textbook evaluation is due to the important roles of textbook especially where English is learned as Foreign Language. The important role of textbook can be reflected through the use of textbook almost in every teaching and learning activity including in Indonesia. In EFL regions, textbook becomes tool, media, and main learning source that could provide a great opportunity for learners to be able to communicate in the target language effectively (Tok, 2010). The other influential role of textbook as mentioned by Hutchinson and Torres (1995) is that a textbook provides the necessary input in classroom lesson in the form of texts, activities, reading, and explanations. Textbook is also used as learning media and communication tools to mediate messages and information from teachers to the students in order to stimuli students to participate in learning activities (Situmorang

inSilitoga, 2009). Besides many advantages both for teachers and students can be gained through the use of textbook, Edge and Whaton (1998) as cited on Lawrence (2010) mention that the first and foremost that textbook provides a readily available of learning for teacher and students, which means textbook is very practical and can be used whenever it is needed. Textbook is like a map (O'Neil, Ur in McGrath, 2002) for both teachers and students. It is not only used as teaching materials but also shows the teaching progress and provides direction in how to reach the objectivity of the course. Furthermore, for teachers especially, textbook can perform as reference point in managing teaching progress. In the other hand, for students, the use of textbook can save them from teacher's incompetency and deficiencies (McGrath 2002).

Regarding to the importance of textbook, there are several methods that could be applied in evaluating textbook such as impressionistic and/or close evaluation (McGrath, 2002). Impressionistic is first glance evaluation used to analyze a textbook in a basis of general impression that can be done by skimming through the book to get a sense of organization, topics, layout and visuals. This method is in opposite with close evaluation which could be done by checklist and in-depth analysis. The evaluations need more careful analysis of representative feature such as the design of one particular unit or exercise, values, including whether a certain material is designed for specific purposes (McGrath, 2002). Among all of the methods, checklist is the most practice and systematic way of evaluation to ensure all relevant items that are considered for the evaluation itself (Cunningsworth 1995, MacGrath 2002).

Lately, in Indonesia a new curriculum has been published by Ministry of Education. The new curriculum requires a textbook that can accomplish the curriculum's goal. Responding to the demand, Ministry of Education published an electronic textbook that especially designed to assist the implementation of new curriculum. Even though the textbook is suggested by government, its appearance in education system is still new. Many adaptation and adoption as well as teacher creativity might be needed due to possible weakness of the book as it is found in the previous research on the same kind of electronic book, that although electronic

textbook is generally suitable for the current teaching and learning approach still there are some materials development which are not accordance, particularly on the task development and the skill with the basic competence of curriculum used (Rizal, 2013). Moreover, many textbooks are often implemented without careful analysis in learning teaching activity. Frequently selection toward textbook is not based on its intrinsic pedagogical values, but the perceived prestige of the author or publisher, skillful promotion, or the lack of textbook option (McGrath, 2002).

Considering the implementation of Curriculum 2013 in Indonesia, the use of new textbook, and lack point of the textbook as mentioned in the previous research evaluation textbook is always needed. Aside from the numerous analyses, textbook evaluation is always needed in order to result the best textbook. Even though many researchers put a lot of interest in textbook evaluation however only few of them that evaluate English textbook based on the curriculum issue and specific purposes of learning. Regarding to those matters, this study focuses on English textbook evaluation for vocational high school in Indonesia based on three main aspects of evaluation which are the fitness material between students, teachers, and its conformity with school programs. Then, referring to the previous research by Lawrence (2010), Nezhad, Atarodi, and Khalili (2014), and Rizal (2013) that evaluation toward textbook should involve curriculum aspect as well as teachers and students need, this study aims to evaluate students' English Electronic textbook used in vocational high school in Indonesia based on curriculum 2013 using checklist. Adapting textbook evaluation checklist from Miekley (2005) this research is conducted to evaluate content of electronic book for vocational high school in terms of content materials, vocabulary and grammar, exercise and activity, attractiveness of the text and physical make-up, and context which includes aspect of material suitability between curriculum, teachers and students. Teachers evaluation and students perception toward the textbook are also taken to evaluate the suitability of the book with students' and teachers' need. At last, it is hoped that this research will enrich literature about textbook evaluation and contribute to the betterment in selecting, developing, and using English textbooks.

1.2 Purpose of Study

The current study is aimed to examine the material suitability and material development of student's electronic textbook for vocational high school used in Indonesia based on basic competence of Curriculum 2013. The evaluation is accomplished by using adaptive-checklist from Miekley (2005) and syllabus design of curriculum 2013 as the point references. The content of the textbook that will be evaluated are; content, vocabulary and grammar, activities and exercise, attractiveness of the text and physical make up, and context of the book.

1.3 Research Question

The problem of the study is formulated into:

To what extent does content of Electronic English Textbook used in Vocational High School developed based on curriculum 2013?

1.4 Significance of the Study

This research is expected to give contribution theoretically, practically, and professional. As theoretically, this research is hoped to enrich standardized English textbook in Indonesia. Practically, schools are expected to carefully in select, provide, and adapt suitable materials for their students. While for students, it is expected to give depictions about a good textbook for study and enrich their knowledge. For government, it is hoped that there will be a standard regulation for textbooks in general and language textbook content specifically.

1.5 Scope of the Study

This study is included into the subject of textbook evaluation. In order to make the study more specific, the scope of the study is limited to the content evaluation of BSE English textbook for students used in Vocational High School based on Curriculum 2013. The evaluation mainly focuses on the criteria of content,

vocabulary and grammar, exercise and activity, attractiveness of the text and physical make up, and context.

1.6 Clarification of Terms

There are some terms in this study that need to be clarified. The definition of them as follow:

- **Electronic Textbook** : Textbook that has been published and developed by authors under authorization of Indonesia Ministry of Education and Culture available in printed and soft file form.
- **Curriculum 2013** : Indonesia new curriculum which is the learning process emphasized on the affective aspect and competence to get balanced-competence in cognitive, affective, and psychomotor aspect
- **Evaluation** : Process of making judgments which is more to discover whether what one is looking for is there (in the object of evaluation) (McGrath, 2002).
- **Content Evaluation** : Evaluation on what is on audio or visual material (book, official report, text, or public document) based on set of determine criteria or regulations (McGrath, 2002)

1.7 Organizational of Paper

Chapter 1 : This chapter consists of the general information of the study such as background, purpose of the study, research question, significant of the study, scope, clarification of terms, organizational paper and concluding remark at the end of the chapter.

Chapter 2 : This chapter tells about any literature reviews related to the evaluation textbook that is organized into following sequence respectively: the definition of textbook, role of textbook, methods in textbook evaluation, the use of checklist in textbook evaluation, the important of textbook evaluation, and good development

of textbook evaluation. In this chapter an overview of Curriculum 2013 and previous study related to textbook evaluation is also presented in this chapter and ended with concluding remark of this chapter.

Chapter 3 : This chapter explains about methodology of the study such as data collection, data analysis, and instruments used in the study as well as concluding remark of the study.

Chapter 4 : This chapter presents finding of the study following the discussion analysis of the study and closed with concluding remark.

Chapter 5 : This chapter presents conclusion of the study as the result of analysis and suggestion for further evaluation. Concluding remark is also appeared in the end of the chapter.

1.8 Concluding Remark

In the end this chapter has explained detail of the study including background contains the main reason for the researcher to conduct the study. Then, there is purpose of the study that indicates the aim of the study, research question that is aim of the study in form of question. This chapter also includes the significant and scope of this study and clarification of terms to avoid misinterpretation and organizational paper that introduce with the structure of the content.