

CHAPTER I

INTRODUCTION

This chapter presents the background of this study. It includes the research questions, the objectives of this study, the significance of this study, the scope of this study, the clarification of terms, and thesis organization.

1.1 Background

Recently the Indonesian curriculums for Senior High School have changed from school based curriculum into the 2013 Curriculum. The change makes other factors that accompany the curriculum also change. It makes the whole learning processes, syllabuses, goals, objectives, contents, and also the textbooks also change. As for the textbook, the government and many publishers have already published new textbooks that are based on the 2013 Curriculum. The textbook plays an important role in learning process, so it is important to choose and evaluate the textbook that is relevant to the curriculum.

The Indonesian government has already given schools free textbooks in order to support the curriculum change. The government provided the school with two different textbooks, the students' textbooks and the teachers' books, which are based on the 2013 Curriculum (Permendikbud, 2014). The textbooks which are provided by the government are for the compulsory subjects in 2013 Curriculum whereas for the concentration subjects are given to the private publisher (Mulyasa, 2013). Many private publishers have already published some commercial textbooks for concentration subjects that are based on the 2013 Curriculum. Besides, some private publishers have also already published textbooks for compulsory subject in order to support the compulsory textbooks from government. Those textbooks are often chosen by many teachers to teach their pupils. In choosing the textbook for teaching and learning process, teacher

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should use textbooks for compulsory subject published by government as the main textbooks in the classroom. However, textbooks for compulsory subject from private publishers are allowed to be used in classroom as long as they are not used as the main guidance in the classroom, unless they are used as the supporting textbooks for government compulsory textbooks (Mulyasa, 2013). School is allowed to choose one or more supporting textbooks to be used for teachers since source of study can be managed by school as long as they are in line with national standard of education (Mulyasa, 2013).

Textbook plays an important role in teaching and learning process because it has some advantages. However, the use of textbooks may also be problematic since it also has some disadvantages. Regarding the advantages, first, textbooks are useful for teachers in managing learning. Second, textbook contains not only standardized instruction and qualified materials but also a variety of learning resources for the teacher (Richards, 2002). Next, textbook is also helpful because it saves time and it provides effective language lesson and input (Gebhard, 2009). Because of these reasons, textbooks play an important role in the language teaching.

Textbook also has some disadvantages for teachers. Textbook may contain unauthentic language because it is not prepared by the teachers themselves and textbook is often not representative of real language use (Richards, 2002). The order of materials in the textbook may not fit with the learners and also the teachers because it is based on the publishers' thinking not based on the teachers' thinking (Gebhard, 2009). In relation to this, since textbook has both advantages and disadvantages, teachers need to evaluate and choose the appropriate textbook that suits their teaching and learning process before using it in the classroom. The teacher needs to choose the textbook carefully. Therefore, it is important to conduct textbook evaluation based on some textbook evaluation criteria proposed by some experts in order to minimize the drawbacks from the textbooks and to make the textbooks more appropriate for teachers.

There are some checklists of textbook evaluation proposed by some experts such as Cunningsworth, 1995; Harmer, 2007b; Brown, 2001; and Dudley-Evans & St John, 1998. Those textbook evaluation checklists usually analyse the content of the textbook which are based on some criteria as proposed by experts. A good textbook is a textbook that has already fulfilled some textbook evaluation criteria that are proposed by some experts. A good English textbook should fulfil physical appearance criteria such as appropriateness of the textbooks' design and completeness of the textbook package (Cunningsworth, 1995). Besides, a good English textbook should fulfil textbooks' content criteria such as the accurateness of instruction and the inclusion of four skills and language contents in the textbooks.

One of the main areas in textbook evaluation is its relevance to the curriculum. Generally, textbook evaluation criteria checklists include textbooks' physical appearance and textbooks' content. One of the content criteria concerns its relevance to the curriculum. As Brown " (1995, p. 161) says, "textbook should fit to curriculum in terms it is fit to the approaches, needs, syllabus, goals, objectives, and contents of the curriculum" (1995, p. 161). The same concern is also proposed by many other scholars including Cunningsworth (1995) and Harmer (2007b). Therefore, it is suggested that if the textbook materials are relevant to the curriculum it will make the textbook appropriate for the students' need in a particular educational setting. In relation to this, textbook evaluation should be conducted if the curriculum changes since textbook should be relevant to the curriculum. Textbook evaluation in Indonesian education context is important since Indonesia often changes its curriculum (Mulyasa, 2013; Syahmadi, 2013). Then, textbook evaluation in Indonesian education should be conducted in order to make the textbooks suitable for the new curriculum.

In relation to this, a number of studies have examined textbooks based on textbook evaluation criteria in different parts of the world, i.e. Saudi Arabia (Alamri, 2008), USA (Sun, Kulm, & Capraro, 2009), Columbia (Lopez, 2003),

Croatia (Bušljeta & Mađarević, 2013), Iran (Ahour, Towhidiyan, & Saeidi, 2014; Sarem, Hamidi, & Mahmoudie, 2013), the Middle East (Çakit, 2006), German (O'Neill, 1982), and South Korea (Litz, 2001). Furthermore, in Indonesian context, a number of studies have also examined the textbooks and their relevance to the School Based Curriculum (KTSP) context (Majid, 2002; Sabir, 2008; Matra, 2012). A study examining the textbook and its relevance to the 2013 Curriculum has been conducted at Junior High School level (Purnomowulan, 2014). The result of this study reveals that all chapters in the textbook have met the criteria of a good textbook and it is also confirmed that all 2013 Curriculum requirements have been accomplished. While evaluation of textbooks written for Senior High School in accordance with the 2013 Curriculum is important, research investigating this concern has not been reported in the literature. In addition, the research concerning the comparison between two books, i.e. the state and non-state publisher in the context of 2013 Curriculum has not been done yet. Within this context, this research seeks to investigate the content of two English textbooks for Senior High School, i.e. the official English textbook published by the government entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI semester 1 dan 2* which is published by KEMENDIBUD, RI, 2014, and a commercial English textbook published by a private publisher entitled *Pathway to English for Senior High School Grade XI, General Programme* which is published by Erlangga Publisher, which have been written for the 2013 Curriculum.

1.2 The Statements of Problems

Based on the background described above, this research intends to investigate the following problems.

1. To what extent have the two English textbooks written for the 2013 Curriculum fulfilled textbook evaluation criteria?
2. What are the differences found between the two English textbooks?

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1.3 The Objectives of the Study

Based on the problems stated above, this research aims at:

1. describing to what extent the two English textbooks written for the 2013 Curriculum fulfil textbook evaluation criteria
2. investigating the differences found between the two English textbooks

1.4 The Significance of the Study

This study is expected to provide theoretical and practical benefits. Theoretically, the research findings are expected to provide new insights about the research in the field of textbook evaluation, particularly in providing evidence concerning textbook evaluation in Indonesian context. Meanwhile, practically this study is expected to inform teachers in choosing appropriate English textbooks through the identification of strengths and weaknesses. The results of the study are also expected to inform textbook writers of the strengths and weaknesses of a textbook which should be considered while writing a textbook. Finally, the results of this study are expected to inform the government and private publishers especially with regard to their policies in developing English textbooks.

1.5 The Scope of the study

This study focuses on the textbook evaluation in Indonesian context. This study limits its investigation to two English textbooks for Senior High School students, particularly the textbook for the eleventh grade students of Senior High Schools written for the 2013 Curriculum. The analysis focuses on how the two textbooks meet the general textbook writing criteria as well as the requirements stipulated in the curriculum.

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1.6 The Clarification of Key Terms

In order to avoid the misunderstanding as well as to make clear the key terms in this research. The following are the definitions.

- a. "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2013, p. 24). Content analysis has been used to analyse the content of a text, including any bias, stereotypes, similarities, and differences (see Weber, 1990). In this case, content analysis uses to analyse the two English textbooks based on textbook evaluation criteria.
- b. Textbook is a book that provides the teachers with examples of instructions which the learners could adapt and transfer to their particular uses (O'Neill, 1982). Textbooks are also one of the most important educational inputs (Altbach, Kelly, Petrie, & Weis, 1991).
- c. Curriculum in a school context refers to the whole body of knowledge that children acquire in schools (Richards, 2002). It includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment and in what kinds of facilities (Rodgers, 1989).

1.7 Thesis Organization

This thesis is presented in five chapters. Chapter one is the introduction to this study. It describes the aims and research problems, scope of the study, significance of the study, and the clarification of terms. Chapter two attempts to describe the theoretical framework of this study, which covers discussion on the textbooks and also the 2013 Curriculum. Chapter three elaborates the research methodology that will be utilized to the study. Chapter four presents the analysis and discussions of the results. Finally, chapter five presents the conclusions of this study and proposes some relevant recommendations.

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