

CHAPTER I

INTRODUCTION

This section presents the background of the research, statement of research problem, objectives of the research, scope and limitation of the research, significance of the research, definitions of key terms and organization of paper.

1.1 Background of the Research

The fact that the evaluation of textbook is important in the educational system is undeniable. As stated by Cunningsworth (1995) textbook evaluation aims at identifying particular strength and weakness in textbook already in use. Related to this, Demir & Ertas (2014) state that “the evaluation helps practitioners decide on the most appropriate textbook to be exploited” (p. 243). In evaluating textbook, there are many aspects that should be taken into account by the teacher. One of them is reading texts included in the textbook. On the other hand, in evaluation of reading text, there are some aspects that should be considered by the teacher, such as students’ need, student’s prior knowledge, students’ culture, moral values and etc (Ali, 2010).

Numerous researchers have conducted studies on reading texts evaluation (Ali, 2010; Jahangard, 2007; Naseem, Shah, & Tabassumm, 2015). The first study on reading texts is the one provided by Ali (2010). It aims at evaluating the reading texts and exercises in student book (SB) and workbook (WB) of *English for Palestine-Grade 9* in order to find out to what extent the reading texts and exercises in SB and WB of *English for Palestine-Grade 9* match the suggested criteria. It also aims at identifying the areas of weaknesses in these reading texts and exercises.

On the other hand, Jahangard (2007) has conducted a study aimed at evaluating four EFL textbooks which has prescribed for use in the Iranian high schools by the Ministry of Education. The merits and demerits of the textbooks are discussed in detail with reference to 13 common criterial features extracted

from different materials evaluation checklists. The result shows some suggestions as to how to alleviate some of the shortcomings encountered in the textbooks.

As further matter, there are some related studies on the evaluation of reading text in public school in Indonesia (Diniah, 2013; Lathif, 2015). First, a study conducted by Diniah (2013) which aimed at finding out the teachers' perceptions towards the use of textbook, the teachers' strategies in using textbook and the teachers' difficulties in the classroom. The respondents of the study are two English as foreign language teachers at an Islamic senior high school in Cirebon. The finding shows that the teachers perceive positively towards the textbook. The teachers consider the textbook suites the students' needs, teachers' needs, syllabus and examination. In using the textbook, the teachers use strategies to make an adaptation on textbook by adding and omitting the materials.

Second, a study conducted by Lathif (2015). It aims at examining the appropriateness of textbooks used by English teachers based on criteria synthesized from ones proposed by *Pusat Perbukuan* and some ELT experts and discovering whether textbooks used by English teachers have fulfilled the criteria of good textbooks. The data are gathered by evaluating textbooks using the checklist containing the criteria of textbook evaluation. The results shows that the textbook "*Let's Talk: English for Students of Grade VIII (SMP/MTs)*" and "*English on Sky 2 for Junior High School Students Grade VIII*" have fulfilled the criteria of good textbook. With this in mind, it is recommended that teachers need to modify the task and activities in the teaching and learning process.

In Indonesia, as stated in Law No 20, year 2003 on National Education System, there are two basic education systems with two government-recognized curricula: the National System (*Sistem Negeri*) supervised by the Ministry of Education and Culture (MOEC); and the Madrasah System (*Sistem Madrasah*) administered by the Ministry of Religious Affairs (MORA). In other words, there are two educational systems in Indonesia; they are public school and Islamic school.

Unfortunately, a few studies still put less concentration on the evaluation of reading text in Islamic school. Since in Islamic school uses the same textbook

as used in public school textbook, the Islamic values are not the main concern in the textbook especially in reading texts. Further, this research is concerned with investigating the teacher's evaluation of English textbook for the use at an Islamic junior high school.

Since this research investigates the teacher's evaluation of English textbook for the use at an Islamic junior high school, this research can be considered as essential to be conducted. The result of this research is expected to assist teachers to adopt, adapt, or delete some of the inappropriate materials covered in the textbook.

1.2 Research Questions

The research is conducted to answer the following question:

1. How is the teacher's evaluation toward an English textbook used in an Islamic junior high school?

1.3 Research Objectives

The objective of the research is:

1. To find out the teacher's evaluation toward an English textbook for the use at an Islamic junior high school.

1.4 Scope and Limitation of the Research

This research is conducted by employing qualitative research method since this research generates meaning or makes an interpretation about the teacher's evaluation toward English textbook for the use at an Islamic junior high school in terms of topics and visuals and the teacher's evaluation of the Islamic values presented in the English textbook in terms of topics and visuals.

1.5 Significance of the Research

There are two kinds of significance in the study; theoretical advantages and practical advantages. Theoretical advantages have two kinds of benefit: first, the result of this study is expected to be used as a reference for those who want to conduct research on the teacher's evaluation of English textbook for the use at an

Islamic junior high school. Second, the result of this study can be useful to help the teacher to evaluate whether the selected materials is appropriate for students in Islamic junior high school or not.

As for the practical advantages, hopefully the finding is expected to provide future researchers some information about selecting the best reading materials for students in Islamic junior high school.

1.6 Definitions of Key Terms

To avoid misunderstanding, the key terms of the research are following:

1. English textbook

A textbook is one of the many kinds of instructional materials used in learning. It seem as a resource in achieving aims and objectives that already been set in terms of learner needs (Cunningsworth, 1995, p. 7).

2. Evaluation

Evaluation is a matter of judging the fitness of something for a particular purpose". (Hutchinson & Waters, 1987, p. 96).

3. Reading

Reading as the process of “getting out of the text as nearly as possible the message the writer put into it.” (Nuttal, 1996, p. 4).

4. Reading Text

In this paper, this term refers to the text used for reading activity in English learning.

5. Topic

Topic is defined as general theme or message of the text (Ali, 2010).

6. Visuals

Visuals are defined as the facilities that can enhance readability of the English textbook include pictures, and layout of materials (Cunningsworth, 1995).

1.7 Organization of Paper

This paper will be presented in five chapters:

Chapter I: Introduction

This chapter describes the background of the research, statement of research problem, objectives of the research, scope and limitation of the research, significance of the research, definitions of key terms and organization of paper.

Chapter II: Literature Review

This chapter elaborates several theories related to this research. In detail, this section explains about English textbook evaluation, reading texts and Islamic junior high school in Indonesia.

Chapter III: Research Methodology

This chapter explains the specific explanation about the research methodology, which will be employed in this research. It includes purposes of the research and research question, site and participants, research design, data collection techniques and data analysis.

Chapter IV: Research Findings and Discussion

This chapter displays the researcher's interpretation about the result of the research. The relevant theories are used to interpret the findings.

Chapter V: Conclusion and Suggestions

This chapter provides the research conclusion and the suggestions to other researchers who wish to conduct further research.

1.8 Concluding Remarks

This section has presented a brief description about the content of this research including the background of the research, statement of research problem, objectives of the research, scope and limitation of the research, significance of the research, definitions of key terms and organization of paper. In the following sections, the literature review relevant to this study will be elaborated.