

CHAPTER I

INTRODUCTION

Chapter I provides the information about background of the research, statements of the problem, aims, significances and scope of the study as well as presents research methodology, clarifications of key terms and organization of the paper.

1.1 Background

In EFL classroom, instructional materials may take two forms: printed one, such as textbook, work-book, teacher's guide, etc., and non-printed ones, such as videotapes, audiotapes and other computer-based materials. They are considered as key component in most TEFL program. The printed ones, as in textbooks are mostly used as teaching and learning materials for both teachers and learners. Teaching decisions seem to be largely based on the textbook. Besides, many students who are working with a textbook feel secure and have a sense of progress and achievement (Razmjoo, 2007, as cited in Rahimpour & Hasemi, 2011). Moreover, textbooks provide not only a framework for teachers in achieving the objectives of the course, but also serve as a guide to the teachers when conducting lessons (Pinter, 2006, p 115). As Hutchinson and Torres (1994) suggest:

“The textbook is an almost universal element of (English language) teaching. Millions of copies are sold out every year, and numerous aid projects have been set up to produce them in various countries No teaching-learning situation, it seems, is complete until it has its relevant textbook” (p.315).

Many textbooks are now well designed with useful and attractive features, yet no textbook can be perfect for any teaching and learning situation. As Grant (1987, cited in Tok, 2010) claims “no perfect book exists”. However, Grant further says the goal in this regard would be to find the best possible one that fits to a particular learner group. In line with this, Cunningsworth (1995, p. 5) confirms that there is no

textbook which is 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 be different from others. In Indonesia context, for instance, English is taught as a foreign language while in other countries as a second language. Due to this fact, one of the best way to decide the most appropriate book to use, especially English textbook is through conducting careful and detailed evaluation.

Textbook evaluation is an intrinsic part of teaching and learning that plays important role in providing valuable information for the future going of classroom practice (Rea-Dickins and Germaine, cited in Çakit, 2006). To Hutchinson and Waters (1987, p. 97) it is basically a straightforward, analytical matching process where matching needs to available solutions. Moreover, according to Sheldon (1988) we need to evaluate textbooks for two reasons: first, the evaluation will help the teacher or program developer in making decisions on selecting the appropriate textbook; and second, the evaluation of the merits and demerits of a textbook will familiarize the teacher with its probable weaknesses and strengths. This enables teachers to make appropriate adaptations to the material in their future instruction. Textbook evaluation, as Macalister & Nation (2010, p.123) hold, aims at deciding how to check if the textbook fits to the existing curriculum just to assist learners in achieving learning goals and objectives as stated in the syllabus. To achieve that learning goal and objectives, the EFL textbooks must be relevant to the contextual information relating the syllabus and institution (Cunningsworth, 1995, p.7; Tomlinson, 1998). After all, the selection of textbook is concerned with the current curriculum and in case of a standardized textbook.

However, according to Nation & Macalister, (2010) there are several reasons that teachers are less interested in using the available standardized textbook provided: (1) the activities in a textbook are so excessive that teachers are hardly able to attain the semester target course, (2) a textbook fit uncomfortably either in the reason of time, culture, or level of proficiency age, (3) a textbook has an advance knowledge

and skill that are unsuitable with the user of the textbook, (4) a textbook is less provided the content with language items, ideas, strategies, and principled in which teachers need to be applied, and (5) a textbook does not involve the current and recently curriculum issues.

Most of the studies on the use of textbooks in classroom setting (Harmon, et.al., 2004; Çakit, 2006; Tok, 2010; Rahimpour & Hashemi, 2011; Sarem, 2013, Shafwati, 2016) found out those reasons for unsuitable textbooks are still relevant to the teachers' belief and perceptions. Almost all of the studies have drawn to the teacher's perspectives and beliefs on how a suitable textbook should be. Yet, it is hardly any local evaluation of textbook content. Taking all consideration into account, the present study focuses on two areas. First is whether the English textbook's quality has fulfilled the criteria for textbook content development, and second is whether that textbook has fulfilled the criteria suggested for Curriculum 2013.

Some checklists to analyze the content of textbook have been proposed by some experts. To this study, the criteria used are that suggested by Cunningsworth (2008) for the criteria of content development, and that suggested by *Kemendikbud* (2013) for the Curriculum 2013 requirements. By analyzing the content of the local textbook through content analysis, it is expected that this study can give contribution to provide an excellent textbook.

1.2 Purpose of the Study

The main purpose of the present study is to evaluate the material presented in a standardized textbook. This evaluation uses the current issue in Curriculum 2013 that is the current curriculum implemented recently in Indonesia. Two fundamental aims of the purposes are: (1) to investigate the content of English textbook that has fulfilled the criteria for the theories of English textbook content development such as language skills, vocabulary, grammar, exercises and activities, language functions,

physical make-up and attractiveness, approach in designing a textbook, and the methodology, and (2) to identify the content of the English textbook which has fulfilled the Curriculum 2013 requirements such as competencies, a framework, learning's model, scientific approach, and cultural content.

1.3 Research Questions

The present study attempts in answering the following questions:

1. To what extent has the English textbook entitled *Bahasa Inggris untuk Kelas X* fulfilled the criteria for textbook content development?
2. To what extent has the English textbook entitled *Bahasa Inggris untuk Kelas X* fulfilled the Curriculum 2013 requirements?

1.4 Significance of Study

This study is expected to provide theoretical, practical and professional benefits, as follow:

1. Theoretical benefits

The research findings is purposely used to enrich theories in EFL teaching especially in developing EFL teaching materials.

2. Practical Benefits

In the area of practicality, this study is mainly proposed to be shared with English teachers to keep with the resource book and how to handle the difficulties found in the textbook. Furthermore, as the textbook is for students in senior high school, who mostly are teenagers, their interests to gain knowledge from presentation of a book is likely depending on how a book suitable and attractive to them. Thus, this finding research is hopefully can be a resourceful reference in evaluation the textbook.

3. Professional Benefits

As a professional target, this study is proposed to publishers in order to provide a suitable and enjoyable textbook to arise students' curiousness of learn English. Moreover, this textbook can hopefully give some advices in case the revision and improvement are needed in accordance with the content analysis conducted.

1.5 Clarification of Key Terms

As a sustainability of convenience for the research and to avoid misunderstanding, some terms of this research need to be clarified and specified as follow:

1. Curriculum is a school context refers to the whole body of knowledge that children acquire in schools (Richard, 2002). It includes not only what pupils learn, but how they learn it, how teachers help them.
2. Syllabus is a guide for teachers and the students. It is constructed through selecting and sequencing content based on the objectives. It specifies what is going to be taught in particular course of study (Feez & Joyce, 2006).
3. Analysis is a process which leads to an objective, verifiable description (McGrath, 2002, p.22). An analysis, specifically content analysis is a technique for examining information in a written material. Content analysis is used for exploratory and explanatory research but is most often used in descriptive research (Neuman, 2003).
4. Evaluation is looking at all aspect of curriculum design to see of the course is the best possible with all the parts of the curriculum deign process (Nation and Macalister, 2010).

1.6 Organization of Paper

The organization of the research will be arranged in five chapters. Each chapter has subtopics that will detail the explanation regarding the main topics.

Chapter Introduction

This chapter presents the background of the research, the purposes of the research, statement of the problems, the scope of the research, the significance of the research, and the organization of the paper.

Chapter II Literature Review

This chapter provides the principal theory that supports the research. It consists of the theory of The Role of Textbook in EFL Classroom, A Standardized Textbook, and the Textbook Evaluation, consisting the criteria of content development and the Curriculum 2013.

Chapter III Research methodology

This chapter presents research methodology applied in this research, including the research questions, the design of the research, data collection, research procedure and the technique used in analyzing the data.

Chapter IV Result and Discussion

This chapter presents the findings and the discussion of the data collected. The findings and discussions of the data were obtained from analysis and interview to the teacher.

Chapter V Conclusion and Suggestion

This chapter summarizes the findings and discussions as well as provides suggestions and recommendations for further research. The limitation of this study is also provided in this chapter with the purpose of evaluating the present research.

1.7 Concluding Remarks

This chapter has provided the introduction as the basic plan to the research. It covers background of the research, research questions, purpose of the research, scope of the research, significances of the research, clarification of terms, and organization of

paper. The following chapter will further discuss the theoretical framework as the principal ground to this research.