CHAPTER I
INTRODUCTION

Research background which concerns the evaluation of interactive 'Incredible English' e-book for young learners is presented in this chapter. The research background includes the issue concerning course book and e-book evaluations in the ELT settings as well as the purpose of the research. Three research questions are also addressed to elicit detail information related to interactive e-book evaluation. Significance of the study, scope of the study and the organization of the thesis are also presented in this chapter.

1.1 Background

Currently, in ELT setting, electronic textbooks (e-books) have begun to be used in the teaching and learning process. Celik and Aytin (2014) points out that in Turkish context, teachers have enough confidence to use digital educational tools such as *e-book* in a classroom. Those digital educational tools elevate motivation and also attract students' attention to focus on their learning. Lowry (2011) mentions several benefits brought by the use of e-book in a language learning. First, students, especially children, learn literacy best from e-book. A good quality e-book provides learners with dictionary and reading choices. The second benefit is that it eases learners with developmental delays to learn learning points such as how words can be broken up into smaller chunks, for example colors and transition effects separate and combine chunks of words to let the learners learn suffix or prefix. Third, e-books ensure the convenience and easy access. However, Lowry (2011) points out that a good selection of e-book for a language learning is necessary to get these benefits.

In some places traditional paper books are still preferred in the teaching and learning process, such as in the Indonesian context. However, research found that Indonesian traditional paper books do not adequately fulfill the criteria of a good quality course book and some of them do not reflect expectations defined in the curriculum. Keban (2012) finds that the course book entitled English for Kids Grade 3 only meet 60,86% criteria of a good quality ELT textbook. Similarly,

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Setiawati (2015) finds that the material presented in the textbook she analyzed was not quite relevant with the basic competence defined in the curriculum in terms of cognitive and psychomotor domains.

Although paper books are more preferred in Indonesian schools, the government keeps making the effort to introduce electronic books to Indonesian schools by designing electronic coursebook for all levels and subjects. Recently, a group of researcher investigated the weaknesses and strengths of two 2013 curriculum English e-books for Junior High School students (e-books designed by the government). Anshar, Emilia and Damayanti (2014) evaluate the e-books by using a criteria checklist as the framework. They found that the e-books they analyzed had strengths in terms of their layout and content which were attractive and motivating. Yet, there were still weaknesses in both e-books which are the unavailability of supporting aids like auditory and visual materials.

The Ministry of Education and Culture of Indonesia has published e-books for all subjects and levels of class. This action shows that the government is trying to make an effort to bring and modernize the teaching and learning material in Indonesian classrooms into a whole new level. The possibility of having either an e-book or a printed textbook in a classroom helps the teacher to decide which form of the textbook that will be ideal to be used in the classroom.

With the ability to make decision and adjust the teaching approach, teachers are expected to be able to select a suitable book to use in classrooms. With the presence of plenty of options of English e-books on the market, teachers may make the selection in terms of the needs of curriculum and also the criteria of an English textbook suggested by ELT experts. A careful selected textbook may determine the quality of the teaching and learning process in the classroom.

Based on the literature search in several indexed journals, there have been a number of textbook as well as e-book evaluation researches carried out in the last five years. Roohani and Zarei (2013) and Emilia, Moecharam, and Syifa (2017) focus on the evaluation of gender bias in different textbooks. Meanwhile, Rohani and Sharifi (2015) evaluate visual elements (pictures and photos) in two EFL textbooks. Bouzid (2017) investigates the extent to which a textbook conformed the content standard ruled by the Ministry of National Education in

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Morocco. Meanwhile research on e-book has also conducted in several places. Marques (2012) conducts a research on students' attitudes, perceptions and behaviors toward an e-book used at Andrews University. Similar to Marques (2012), Falc (2013) also carries out a research about collage students' attitude toward the use of an e-book. Meanwhile, Aldubaisi (2014) carries out a research to figure out whether the analyzed e-book contributes to students' learning better than a printed textbook.

However, the indexed-journals have not indicated a research concerning the evaluation of an electronic coursebook used at EFL classes specifically evaluating not only the contents (the materials related to the learning of English), but also the interactivity. Therefore, it does not rule out the possibility that there have been researches carried out which take focus that is similar to this present study in other parts of the world. Hence, this study might fill the research gap by focusing on the evaluation of an e-book (*Incredible English*) instead of a printed coursebook by investigating not only its content but also its digital features (interactivity and technology).

Therefore there are three purposes in this study. First, the study investigates the extent to which an interactive e-book entitled 'Incredible English' meets the criteria of a good quality course book. Second, it investigate the extent to which the aforementioned e-book meets the expectations of the basic competences defined in KTSP curriculum. Third, this study figures out teachers' and students' perceptions toward the e-book.

1.2 Research Questions
Based on the elaboration earlier, this study addresses the following research questions:

1. To what extent does *Incredible English* E-book for 6th graders meet the criteria of a good quality course book?
2. To what extent does *Incredible English* E-book for 6th graders meets the expectation of the basic competence defined in KTSP curriculum?

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3. What are English teachers and students perception toward *Incredible English* E-book for 6th graders in terms of the completeness of features offered in the e-book?

1.3 Purposes of the Study

Referring to the research questions addressed, this study attempts to:

1. investigate the extent to which *Incredible English* E-book for 6th graders meets the criteria of a good quality course book

2. investigate the extent to which *Incredible English* E-book for 6th graders meets the expectation of the basic competence defined in KTSP curriculum

3. investigate English teachers' and students' perceptions towards *Incredible English* E-book for 6th graders in terms of the completeness of features offered in the e-book

1.4 Significance of the Study

This study is expected to give contribution for English teachers, English textbook writers, Pusat Kurikulum dan Perbukuan and other future researchers.

1. English teachers

This study contributes ideas about the criteria of a recommended ELT e-book. Hopefully, teachers will feel inspired to do careful selection and evaluation to an e-book based on the criteria. Further, this study also gives insights to English teachers who are currently teaching the *Incredible English* e-book in their classrooms. Hopefully, through the result of the study, the teachers understand how to use the e-book to fulfill the needs of their students and the curriculum. As Harmer (2007b) states, teachers are allowed to adapt, adopt or omit part of textbook as needed.

2. English textbook writers and Pusat Kurikulum dan Perbukuan

This study contributes ideas for English textbook writers in Indonesia to consider criteria proposed by EFL experts in designing a sound EFL textbook and also e-book. Therefore, the development of English textbook and e-book does not only rely on the expectation of curriculum but it also relies on and reflects the nature of learning a language.

3. Future researchers

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This study expects to inspire future English education students wishing to undertake similar study on e-book evaluation or material development. Hopefully, with the idea of how to evaluate an e-book presented in this study, future researchers can go deeper and do more research about English e-books.

1.5 Scope of the Study

The study encompasses the investigation of 'Incredible English' e-book evaluation. It attempts to investigate the extent to which an interactive e-book entitled 'Incredible English' meets the criteria of a good quality course book, the extent to which the aforementioned e-book meets the expectations of the basic competences defined in KTSP curriculum and teachers' and students' perceptions toward the e-book. Consequently, the evaluation can benefit teachers by helping them to run a teaching process creatively so that it elevates students' motivation. In addition, the study can give coursebook writers insights about how teaching and learning materials should be designed in this current era.

1.6 Organization of the Thesis

This thesis is organized by constructing the first chapter as an introduction. The introduction covers issues which are based on the background of the study, the research questions, the purposes of the study, the significance of the study, the scope of the study and the organization of this thesis. The second chapter is designed as a collection of all related theories and previous research related to the topic of the study. The methodology of this study is elaborated in details in the next two chapters. The research design, subject of the research, instruments, the procedures of data collection and analysis are presented and explained in the third chapter. The fourth chapter covers the findings and discussion of the research. The presentation of findings and discussion are arranged based on the number and order of the research questions. The last chapter presents conclusion and recommendation.

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