

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study. It consists of six parts namely: background of the study, objectives of the study, research questions, the significance of the study, definition of terms, and organization of the study.

1.1 Background of the Study

Textbooks are one of the most important educational inputs (Altbach, et.al, 1991; Garinger, 2001; Lee, 2003; Richards, 2001; Tomlinson, 2001). The textbook provides the teacher with valuable input, such as materials, exercises, instructions, and texts, for educational purposes. Moreover, the textbook also provides a framework for teachers in achieving the aims and the objectives of the course (AbdelWahab, 2013). The teacher should bear in their mind that although there are myriad textbooks to follow, nevertheless, there is also some scope for individual contribution (Pinter, 2009). That is to say that to support the learning activity, it is easy for the teachers to simply adopt one or more EFL textbooks; however, realistically, some teachers cannot find a textbook that really their classroom needs (Brown, 1995). Nevertheless, the use of the textbook can be beneficial as long as it is used appropriately. So, the teachers need to be able to choose what the best textbooks that the teachers need for their students.

For the teachers, the textbooks are required or supplementary content in the teaching and learning activities, which shape much of what happens in the classroom (Celce-Murcia, 2001). Moreover, the teaching materials (e.g. textbooks) assist to define the goals of the syllabus and the roles of the teachers and the learners within the instructional process (Lee, 2003). A textbook supplies core materials for a language-learning course and aims to serve what the learner and the teacher need during a course (Tomlison, 2011). Textbooks are best seen as resources in achieving the aims and the objectives that have already been set in terms of the learner's needs. Furthermore, the textbooks provide educational text, which can be used as sources of the material. They provide objectives for the

teaching process, so the teacher can choose which objective that will lead the learning process (Richards, 2001).

Gebhard (2009) states that there are 4 groups of people that basically create EFL/ESL textbooks material used in the classroom: publishing companies, government agencies, curriculum development teams at school levels, and classroom teachers. In addition, the teachers must apply new approaches, methods, and techniques to suit the new curriculum. Some recent curricula which had been launched by Education National Standardization (Badan Standar Nasional Pendidikan/BSNP) and implemented in Indonesian's ELT were Competency-based Curriculum (Kurikulum Berbasis Kompetensi/KBK), School-based Curriculum (Kurikulum Tingkat Satuan Pendidikan/KTSP), and the most current one, 2013 Curriculum (Kurikulum 2013). Along with the continuous changing in the curriculum, consequently, the English textbooks must be developed, adapted, or revised based on the prevailing curriculum. Moreover, the textbooks unquestionably play a major contribution to support the implementation of the curriculum. Once a newly invented curriculum was launched by National Education Department of Indonesia, a number of competitive publishers would involve professional instructional material writers to design or to develop new textbooks that are in line with the curriculum.

There are some textbook evaluation criteria proposed by the experts such as Cunningsworth (1995), Harmer (2007b), and Brown (2001). That textbook evaluation usually analyzes the contents of the textbook. A good English textbook should fulfill the physical appearance criteria such as the appropriateness of the textbooks' design and the completeness of the textbooks package (Cunningsworth, 1995). Additionally, Indonesia has an Education National Standardization (Badan Standar Nasional Pendidikan/BSNP) one of the tasks of which is to analyze the textbooks and to evaluate the quality of the textbooks used. Education National Standardization has some criteria to grade the appropriateness of the textbooks used in the learning process. The textbooks must have all of the appropriateness elements, those are content appropriateness, presentation appropriateness, and language appropriateness.

The government provided the school with two different textbooks, the students' textbook and the teachers' textbook, which are based on the 2013 Curriculum (Permendikbud, 2014). Besides, some private publishers have already published textbooks for the compulsory subject to support the compulsory textbooks from the government. However, the textbooks for the compulsory subject from the private publishers are allowed to be used in the classroom as long as they are not used as the main guidance in the classroom unless they are used as the supporting textbooks for the government compulsory textbooks (Mulyasa, 2013). Textbooks should fit with the curriculum as the result of the curriculum and its implementation in school (Byrd, 2001). He also proposes some criteria that can be used in evaluating and choosing a good textbook. First, the fit between the material and the curriculum. The curriculum is a guidance of the teaching and learning process, including the purposes of the program and the teaching procedures. Therefore, the fit between the material and the curriculum will help the students to achieve the goal of the program. Second, the fit between the material and the teaching and learning process. The materials should fit with the students' needs so that they can learn the materials effectively. Moreover, the materials in the textbook also should help the teacher in organizing the process of teaching and learning effectively.

The 2013 Curriculum is actually a revised version of School-based Curriculum. Based on the Design Guidelines of KTSP issued by BSNP in 2006, School-based Curriculum is implemented based on the philosophy that every school in Indonesia deserves to manage its own competency-based on its teachers' and learners' competency and local potential sources and deserves to manage its own curriculum based on the content standard provided by BSNP. The responsibility of the curriculum is only outlining the content standard and competency that must be achieved by the learners, while its implementation of the curriculum and the syllabus is in the hand of the school management. The communication practices and the interaction patterns in the English classrooms are expected to stimulate the learners to be well-mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities both spoken and written. These are actualized for the purposes of

communication covering interpersonal and transactional. Using the same philosophy, applying the same responsibility and implementing the same communication practices, the 2013 Curriculum added one more purpose of communication, that is a presentational purpose in which the learners use language not only to socialize and to get things done, but also to inform a piece of knowledge. Both curricula also required the learners to master some text types carrying different functions and purposes through a series of activities either in spoken or written cycles, such as: 1) building the context, 2) modeling and deconstructing the text, 3) joint construction of the text, and 4) independent construction of the text (Feez & Joyce, 2002). What curricula and textbooks should be like is one of the questions when we want to analyze how the textbooks influence the progressing of the implementation of new curriculum in school.

For this to be clearer, there have been some studies related closely with the textbook and content analysis. Firstly, Suryani (2018) tried to find out whether the English textbook entitled *When English Rings the Bell* met the criteria of the textbook evaluation. Findings show that the English textbook investigated fulfilled 79.86% criteria of the textbook evaluation adapted from some experts. However, there are still 26% criteria that are unfulfilled by the textbook especially in terms of language skills and design. Secondly, Setiawati (2015) conducted a descriptive qualitative content analysis on analyzing the relevance between the materials in the student book *When English Rings a Bell* for grade VIII Junior High School with the Core and Basic Competence in the 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. The results of this study showed that in terms of the relevancy of the materials in the textbook with the cognitive domain, 78.37% of materials in the book are relevant, 10.81% are partly relevant and 10.81% are irrelevant. While in terms of relevancy of the materials in the textbook with the psychomotor domain 38.46% are relevant, 35.59% are partly relevant and 25.64% are irrelevant.

The previous studies mentioned above, of course, may have conflicting views about what good/standard textbooks are. However, the question is how to make an informed decision and select suitable textbooks. The English textbook plays an important role in succeeding in the implementation of the recent

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A CONTENT ANALYSIS ON ENGLISH TEXTBOOK FOR THE TENTH GRADERS ENTITLED BAHASA INGGRIS UNTUK SMA/MA/SMK/MAK KELAS X

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curriculum (in this case the 2013 Curriculum). Accordingly, referring to all of the above explanations, this study is carried out to see the English textbook used at the tenth Grade in an SMA in Kuningan fulfills the textbook evaluation criteria proposed by Cunningsworth (1995), Harmer (2007b), and Education National Standardization. The aim of this study is to discover how far the English textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* has met the criteria of a good/standard EFL textbook.

1.2 Objective of the Study

With respect to the aforesaid reason, this study then is aimed at to find out whether the English textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* fulfills textbook evaluation criteria as proposed by Cunningsworth (1995), Harmer (2007b), and Education National Standardization.

1.3 Research Question

For the objective to be clearly seen, then it is considered important to propose the problems that are going to be searched. Thus, the research question is:

Does the English textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* meet the criteria of a good EFL textbook as proposed by Cunningsworth (1995), Harmer (2007b), and Education National Standardization?

1.4 The Significance of the Study

This study is expected to give the following contributions.

- 1) Theoretically, it will give helpful information for maximizing the appropriate usage of the English textbooks used in English teaching and learning practices in Indonesia.

- 2) Practically, this will become useful information for the teacher to make their teaching activities more effective through the appropriate textbooks they use.
- 3) Professionally, this will become the powerful information for the school party in selecting appropriate textbooks in teaching English for the success of the teaching activity based on the demand of the 2013 Curriculum nowadays.

1.5 Definition of Terms

To avoid misunderstanding of terms found in this study, there are some definitions given as follows.

- a. Textbook is a book used for instructional purposes, especially in schools and colleges. Textbook is used by the students and the teachers as the primary basis for a language course, ranging from those that are broadly focused on developing all language skills to those that focus on a specific skill such as writing or specific area. It includes audio-cassettes or CDs, videos, workbooks, test packages, internet materials, and occasionally a teacher's guide. Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of the teaching materials in language teaching. Textbook is a learning tool shared by the teachers and the learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource materials and ideas.
- b. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The term 'content analysis' can be simply defined as the process of summarizing and reporting written data—the main contents of data and their messages. Besides, it also can be defined as an analysis of the written or visual contents of a document. In this study, content analysis is a method and data collection technique used to analyze the

English textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X* which is published by KEMENDIKBUD RI 2016.

- c. The 2013 English Curriculum is the latest curriculum being implemented in Indonesia which centers on character and competence-based. Concept of the curriculum as the planning of the learning program is also in line with formulation of curriculum according to UU No. 20/2003 who said that:

“Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran yang digunakan sebagai pedoman penyelenggaraan pembelajaran untuk mencapai tujuan pendidikan itu”.

Curriculum is seen as a set of plans and arrangements within that include the purposes, contents, and teaching materials that are used as the guideline learning implementation to achieve the objective of the educational institutions.

According to the formulation of the curriculum above, it is clear that the curriculum has two aspects. The first aspect is as a planning of the learning program to guideline the implementation of the learning process. The second aspect is the settings of the content materials and the way to realize the planning. And then both of those aspects are used to achieve the objective learning.

1.6 Organization of the Study

This study will be organized into five chapters. Chapter I covers the background of the study, objective of the study, research question, the significance of the study, definition of terms, and organization of the study. Chapter II elaborates theories related to the textbook, the curriculum, and the textbook evaluation. Then, there are some previous studies. The knowledge obtained will not only contribute to the process of the study but it will also reveal the differences and the gaps between the previous studies and this study, thereby confirming the significance of this study. Chapter III elaborates on the methodology of the study that covers research design, research sample, instrument of the study, procedure, and data analysis. Chapter IV attempts to answer the

formulation of the problem mentioned in Chapter I. In order to answer the question, the data gathered will be analyzed in this chapter. The data gathered from the checklists during the study are presented and analyzed here. The last, Chapter V discusses the conclusion and suggestions of this study. This chapter is divided into four parts. They are conclusion, implications, limitations of the study, and suggestions.