

CHAPTER I

INTRODUCTION

This introductory chapter delineates the reason underlying the choosing of the topic of the study. The topic relates to the education policy of EFL context and practice in Indonesia. It concerns on the use of internationally published textbook within the framework of Curriculum 2013. This topic matters because of the gap found—as the researcher has experienced it—that both components aforementioned create problem in the EFL practice in Indonesia. The elaboration of the problem will be elaborated in the following sections.

1.1 Background of the Study

Referring to Regulation of Ministry of Education and Culture No. 8 Year 2016, schools are permitted to use other textbooks outside the recommendation made by the government as long as it contains positive values and does not contain pornography, extremism, radicalism, racism, gender bias, and other negative values. Furthermore, the regulation also stipulates that these textbooks have to be the main source of learning in achieving the basic and core competencies stated in the English Curriculum 2013. However, the regulation allows for the supplementary taken from various sources such as newspaper, news, movies, or other authentic materials and from what can be used from the students' environment (Putri, 2016). In relation to this, the use of internationally published textbooks is not banned for EFL learning in Indonesia.

However, the use of internationally published textbooks may pose problems in English language teaching in Indonesia context. Murphy (2018) explains that internationally published textbooks have their own syllabus made by the authors. Meanwhile, it is clear in Regulation of Ministry of Education and Culture No. 29 Year 2005 (*Kementerian Pendidikan Nasional*, 2011) about Standard Process that EFL learning in Indonesia should refer to Curriculum 2013. This creates double goals for the teachers in teaching the materials. Dualism in teaching the materials may lead the teachers into confusion.

Some schools choose to use internationally published textbooks for several reasons, one of which is to enhance the students' English proficiency by adopting a more communicative approach to English language teaching (Butler, 2011; Hiep, 2007; Kirkgoz, 2008). They believe that the learning materials provided in the internationally published textbooks are more suitable to accomplish the goal of their English program. This idea is supported by Lie (2007) who suggests a mutual relationship between schools and international partners in developing their programs.

However, the issue of this policy is that some schools neglect the fact that the content material in the internationally published textbooks might not be in line with the learning objectives stated in main and core competencies from Curriculum 2013. Consequently, in the classroom practices, teachers face dilemmatic situation because they need to choose which one to follow: the objectives from Curriculum 2013 or the objectives from the textbooks. Meanwhile, as regulated in Regulation of Ministry of Education and Culture No. 22 Year 2016 about Standard Process, teachers are required to create a lesson plan and it is based on the objectives from Curriculum 2013. This creates a continuous problem and has led teachers become double-minded in setting the goal of learning.

The observation from several official websites of private schools in Jakarta and Bandung shows that they offer international programs such as IB program (<https://www.jisedu.or.id/>); Cambridge Secondary Curriculum integrated with some national curriculum (<https://pissecondary.penabur.sch.id/>); and IB Diploma Programme cooperated with CIS (the Council of International Schools) and NEASC (the New England Association of Schools and Colleges) (<https://bisedu.or.id/>). These corporations show that there is a memorandum of understanding (MoU) between the schools and the international institution which they are corporating with.

In response to this, teachers tend to teach the materials from the internationally published textbooks regardless of its accordance to the learning objectives stated in Curriculum 2013. As the teachers teach from the

internationally published textbook, they have some demand to fulfill from the learning objectives of the international published textbook. While aiming to fulfil both demands from Curriculum 2013 and the internationally published textbook is bound to be impossible due to time constraint in the learning process, this issue remains a problem in schools that use internationally published textbooks within the framework of Curriculum 2013 as the learning guidance. In fact, Curriculum 2013 is still acknowledged by them as the guidance for learning process by following the basic competencies in making the lesson plan.

The abovementioned explanation describes there is a gap between the curriculum mandated as the national guideline for EFL learning and the implementation in the classroom practice as stated by Oloruntegbe (2011) in that process of learning and achieving the goal of learning. Hence, this study aims to reveal the tension and practice behind the utilization of internationally published textbook in the framework of Curriculum 2013.

1.2 Formulation of the Problem

In line with the background of the study, the formulation of the research questions are as follow:

1. How do the teachers of Senior High School Bumi (pseudonym) and Senior High School Pertiwi (pseudonym) utilize the internationally published textbook in the process of:
 - a. selecting the materials from the internationally published textbooks?
 - b. setting the goal of learning English before teaching?
 - c. teaching the materials from the internationally published textbooks?
2. What are the teachers' and school managements' beliefs from Senior High School Bumi and Senior High School Pertiwi about internationally published textbook and Curriculum 2013?

1.3 Purposes of the Study

In line with the research questions proposed, this study aims to:

1. Elaborate the utilization of internationally published textbook in the process of:
 - a. selecting the materials from the Senior High School Bumi and Senior High School Pertiwi.
 - b. setting the goal of learning English done by the teachers of Senior High School Bumi and Senior High School Pertiwi.
 - c. teaching the materials in the classroom of Senior High School Bumi and Senior High School Pertiwi.
2. Find out the teachers' and school managements' beliefs from Senior High School Bumi and Senior High School Pertiwi about internationally published textbook and Curriculum 2013.

1.4 Significance of the Study

This study is concerned with the practice and tension in the utilization of internationally published textbook within the framework of Curriculum 2013. Therefore, the findings from this study are expected to: theoretically give information to EFL teachers, schools and curriculum makers about the tension in using internationally published textbook within the framework of Curriculum 2013 and its utilization in the classroom practices. Further, it is hoped to enlighten them to design a better classroom practices and policy. In addition, practically, the study is expected to give a new perspective to the researchers who share similar interest of the tension and implementation of internationally published textbook in the framework of Curriculum 2013. It is hoped in the future, a new policy regarding this topic will come.

1.5 Organization of the Thesis

The thesis consists of five chapters. Chapter one provides information related to the background in the study and its purpose along with the main research questions. Chapter two presents the review of literatures which are related to the study. Chapter three reports the research design that will be applied in this study. This includes by the explanation of the site and participant be involved, the design of the study, the procedures of collecting

and analyzing the data. Chapter four provides the report from the data gathered, analysis on the data, and the discussion about the findings. All the chapters will be concluded in the chapter five along with the recommendations.

1.6 Clarification of Terms

Internationally Published Textbook

Internationally published textbook is a learning material published by foreign publisher such as Cambridge University Press, Oxford University Press and Pearson Education (Zacharias, 2005), which covers materials that tend to represent a particular discourse type – western society (Taki, 2008). It is not arranged based on the purpose of EFL learning in Indonesia curriculum – Curriculum 2013.

Curriculum 2013

Based on the Regulation of Ministry of Education and Culture No 20 Year 2003, chapter XI verse 36, Curriculum (read: Curriculum 2013) is a set of planning and regulation about the aim, the content, learning material, and the method used as the guidance to conduct a learning activity to reach particular education goal in National Education System in Indonesia. Its goal is to prepare Indonesian students to have the ability to live as a part of society with characteristics such as productive, creative, innovative, and effective.