

CHAPTER I

INTRODUCTION

This chapter starts with background of the study in which reason for choosing the topic and significance of the research is included. The chapter also includes research questions and aims of study. Then, clarification of key terms is delivered to clarify some disputable terms. At last, organization of paper will be explained in the end of this chapter.

1.1. Background

Textbooks play a very important role for the success of teaching and learning. Textbooks provide educational text, which can be used as source of the material (Cunningsworth, 1995). They provide objectives for the teaching process, so the teacher can choose which objective that will lead the learning process (Richards, 2001). Textbooks also provide dialogues and worksheet. So the time would not be consumed too much by the teacher to make or design some exercises for the students. In learning activity, textbooks contain many materials which are used to develop students' cognitive, affective, and psychomotor skills (Littlejohn and Windeatt, 1989). To develop students' cognitive skills, textbooks provide lots of materials and exercises. To develop students' affective skills, textbooks provide dialogues. And to develop students' psychomotor skills, textbooks provide some movement activities in the exercises.

Regarding the role of textbooks in EFL Hutchinson and Torres (1994) suggest that textbooks have vital and positive roles to play such as helping teacher in designing and conducting their materials in English Language Teaching (ELT). The positive roles present that the function of textbooks are very important in teaching

and learning process. As Cho (2007) states that textbook is a primary material in teaching and learning process and act as the teaching aids. In line with Oliveira (1995 cited in Rahmani, 2009) who claims that textbooks are the simple way in getting various instructional resources to support teacher and student in learning process. Even though textbook is the simple way to get various instructional in teaching and learning process, teacher needs to be careful in selecting textbook as their source of materials in the class.

For teachers who use the textbooks as their main source of materials, they should be careful in selecting the textbooks. Since, it may mislead the students who learn English as foreign language (EFL) if the textbooks are not appropriate with the learners. Inappropriate textbook can be found if the textbook does not match with the learners' needs and characteristics, such as age of the learners, level of the learners and also the learning style of the learners. If the textbook are not appropriate with age, level and learning style of the learners it could mislead the learners. Previous studies claim that there are some textbooks which are not appropriate with the students. Gustin and Sundayana, (2008) found that there are some inappropriate textbooks for learners characteristics. They found that there are some textbooks for senior high school which do not consider the level and learning style of the learners in senior high school. Yusuf (2008) also found some weaknesses in senior high school textbook, in terms of the instruction of the book and the content of the book. For that reason, textbook evaluation is necessary to be conducted.

In evaluating textbook, there are some approaches which can be used. Regarding this, Cunningsworth (1995 p.1) differentiates two approaches between impressionistic overview and in-depth evaluation. Impressionistic overview is an evaluation approach which evaluates the book from general impression of the textbook just by looking through it and getting an overview of strengths and weaknesses and no significant features which stand out. Cunningsworth suggests that an in-depth evaluation is necessitated, because in-depth evaluation can give detailed

information in evaluating textbooks and can lead the teacher to choose the proper textbook for their teaching and learning. So this research uses in-depth evaluation approach.

Recently, the Indonesian government has published Buku Sekolah Elektronik (BSE) or English Electronic Books. It is a kind of textbook which can be used by the teachers in their teaching and learning process. Even though BSE or English electronic books are published by the government, the teachers should be able to conduct an evaluation for BSE before using it as source of materials which are adjusted to the characteristics of their class.

To contribute in the development of educational quality in Indonesia, this research is aimed to conduct an evaluation of two electronic books (BSE) for junior high school students and to analyze the appropriateness of two BSE for junior high school students, in terms of cover, content, and supporting aids of the textbook. The present study is a kind of post-use or reflective evaluation with more emphasis on vocabulary teaching and learning as an aspect of language which is usually taken for granted. Surely, the results will be a great help for the policy makers, staff and those who have a hand in writing materials according to school syllabus. In analyzing the appropriateness of BSE, this study also involves one English teacher at one junior high school in Bandung as the second evaluator to make the study more reliable since the teacher is the user of the two electronic books (BSE) which are evaluated in this study.

1.2. Research questions

The problems of this study are formulated in the following research questions:

1. In what aspects does the English Electronic book (BSE) for Junior High School students fulfill the criteria of a good English textbook?
2. What are the features provided by the textbooks to support the teacher?

1.3. The Aims of Study

This research is intended to find out the aspects of textbooks which fulfill the criteria of good textbook, of the two Electronic textbooks were distributed to 7th grade students of Junior high school, and it was approved by National Ministry of Education in Indonesia. In terms of cover, layout and design, objectives, activities, assessing and supporting aids for the teacher will be analyzed based on the evaluation criteria developed by Skierso (1991) and Scott and Ytreberg (1990) Grant, (1987) McGrath, (2002) Cunningworrth (1984), Harmer (2001), Woodward (2001), Pinter (2006).

1.4. Significance of The Study

This study is significant from two perspectives. Theoretically, this study is expected to enrich research about the textbook evaluation in Indonesia. The study is also expected to make contribution to the understanding of the importance of textbook evaluation for the teacher and also for EFL classroom in Indonesia. It is also hoped that this research can contribute to the improvement of EFL textbook in Indonesia.

Practically, the study can give information to other teachers in implementing textbook evaluation in evaluating another textbook before they use it in their classroom. And the teacher can be more selective in choosing the textbooks. Through textbook evaluation the books can be more appropriate to the students and can help the teacher to determine whether the textbook is good or not. So, it can help the teacher to avoid misleading in their teaching and learning process. Additionally, the research is expected to enhance a better condition in developing teaching and learning process in EFL classroom.

1.5. Clarification of Terms

To avoid misconception of some terms presented in this research, clarification has been conveyed as follows:

1. Electronic books

Electronic books that are selected as the materials for this research are universally known as e-books. However, in this case the electronic books are books that have been developed by authors under authorization of government, specifically Department of National Education of Indonesia in form of electronic which means that books are not printed form but in form of soft file of PDF file. Nationally, the term for the electronic books is *Buku Sekolah Elektronik (BSE)*.

2. Evaluation

Evaluation has to be defined eloquently, since misperception frequently occurs in defining what evaluation is. Evaluation is the process that involves the data collection in order to gather information to establish particular understanding or further action that can be developed through follow-up conceptions. In this case, the process is collecting data from English electronic books for junior high school students in terms of the reliability of the book based on the criteria that have been mentioned before.

3. Texts

Texts in this research are reading passages and conversations including given examples both in *English in Focus* and *Scaffolding*.

4. Illustrations

Illustrations are all pictures presented both in *English in Focus* and *Scaffolding*.

1.6. Organization of the Paper

This paper is organized into five chapters as follows:

Chapter I Introduction

It contains background, research questions, the aims of the study, clarification of terms, and organization of the paper.

Chapter II Theoretical Foundation

This chapter consists of related theories from the experts and their research with related literature that the writer uses in this research.

Chapter III Research Methodology

This chapter discusses the methodology that covers research design, site and participants, data collection, and data analysis.

Chapter IV Findings and Discussion

This chapter consists of result and findings of the research.

Chapter V Conclusion and Recommendation

The last chapter consists of conclusion and recommendation that are synchronized with the research findings.

1.7. Concluding Remark

This chapter has discussed background of the study, significance of the research, aims of study, clarification of key terms. At last, organization of paper has stated at the end of the chapter. The next chapter deals with the theoretical foundation of the research.