

CHAPTER 1

INTRODUCTION

This section presents the introductory part of this thesis. This chapter will discuss the background of the study which covers the idea to conduct this study; the research questions as a guidance of this study; the purposes of the study which are related to the research questions; the significance of the study which may contribute to provide significant information; the clarification of terms which consists of terms used in this study that may create misunderstanding when they are used in other contexts; and the thesis organization which covers the contents of each chapter in this thesis.

1.1 Background of the Study

In nowadays era of education, teachers are faced with new academic and tough pedagogical challenge (Fakir and Kumari, 2007). In order to prepare students, they add, teachers must teach more challenging and extensive subject areas, develop different instructional strategies and reach a wider range of students with varied background. Therefore, curriculum reforms need to take place in such a way that gaps between the curricular framework and the textbooks are bridged and the needs of learners from such diverse backgrounds are reflected in the curricula and textbooks.

In the recent years, there have been a lot of debates about the language teaching profession on the actual role of textbooks in teaching English as a second or foreign language. The arguments have encompassed both the potential and the

limitations of materials for guiding students through learning process and curriculum as well as the needs and preferences of teachers who are using textbooks. The potential use of textbooks are proposed by some theorists like Hutchinson and Torres (1994) who suggest that the textbook is a universal element and no teaching-learning situation until it has its relevant textbooks. Sheldon (1988) suggests that the textbook does not only represent the visible heart of any English language program but it also offers considerable advantages for the teacher and the student in the classroom. Another potential of the textbooks is identified by Cunningsworth (1995) saying that the textbooks have for serving potential roles in the ELT curriculum.

There are also some theorists who point out the limitation of the textbooks, one of whom is Allwright (1982) who suggests that textbooks are too flexible and they generally reflect the pedagogic, psychological, and linguistic preference and bias of their authors. More theorists have criticized the textbooks for their inherent social and cultural bias, like Carrel and Korwitz (1994), Florent and walter (1989), and Clarke and Clarke (1990).

Based on the researcher's experiences and informal observation toward the teachers' use of the English textbooks at Madrasah Aliyah, it is known that all of the teachers used more than one textbook. They used the textbooks as a main source of instruction. It means that the availability of textbooks is a significant factor to predict academic achievement (Heyneman et al (1978) cited in Oakes & Saunders (2004)). Based on the interaction of the researcher among the other

English teachers, it is also known that the textbooks they use are the same as those used by the public school teachers.

If we pay attention to the Madrasah Aliyah and the Public Schools in term of their vision and missions, I find that they are different in term of Islamic values. The public schools' vision and missions are referring to the achievement of the science and knowledge while the Madrasah Aliyah vision and missions are referring not only the achievement of science and knowledge but also to the Islamic moral values of the students as can be seen in the following table.

School	Vision	Missions
Madrasah Aliyah	Islamic High School students who have good "taqwa" (who submitted to God), good achievement, and good cultural etiquette.	Conducting education oriented to the good quality of graduations in science and good moral and decent social life, so that, the Islamic school is qualified to prepare and develop the high quality of human resources in term of science and religion.
Public School	We inspire every student to learn, to think, to care and to achieve.	It is our mission to provide the best opportunity for students to develop their potential to the full, to acquire knowledge, and to adopt a positive attitude towards work, life and their community in accordance with our school motto - LOVE, WISDOM & VIGOUR.

Table 1. Vision and Missions of MAN Pangkalpinang and a Public School

Based on the vision and missions of Madrasah Aliyah above, it is obvious that the Islamic moral values play an important role in the attempt to reach the educational goals at Madrasah Aliyah or Islamic high school. The study of the Islamic moral values can be found in the Islamic-oriented textbooks which are containing Islamic terms, norms, and vocabulary (Hare, 1996). He adds that those

things bring about a consequence that Moslems are expected to be able to master the skill to convey messages which will be beneficial for them and for the speakers of the language they learn.

In relevance to the issue above, there had actually been Islamic textbooks provided for the Islamic schools issued by the Ministry of Religious Affairs. They were in the form of modules comprising of 15 modules. Those modules covered four language skills and they also covered fundamental principles of obligation in relation with the Moslems' faith. The modules were issued as a reflection of the Development of Madrasah Aliyah Project (DMAP) in 2003.

Based on the informal observation of the researcher, it is found that the English teachers of Madrasah Aliyah do not use the Islamic oriented textbooks in teaching practice. Those textbooks meet with the school vision and missions because they are containing the Islamic terms, norms, and Islamic moral values. Unfortunately, the Madrasah Aliyah English teachers select the textbooks as the public schools teachers used.

The phenomenon above shows that the textbooks used in Madrasah Aliyah does not meet with the vision and missions of the school itself. Due to these discrepancies, the need to investigate that phenomenon is unavoidable fact. Therefore, in this study, the researcher need to explore the teacher's views of English textbooks used related to the Madrasah Aliyah vision and missions.

1.2 The Research Questions

This study is guided by three research questions, they are:

- (1) How does teachers' understanding on the school vision and missions affect their teaching practices?
- (2) What is the teachers' opinion on the relevance of the textbooks on the school vision and missions?
- (3) How do the teachers select the textbooks and implement them in teaching practices?

1.3 The Purposes of the study

The purposes of this study are:

- (1) to identify the teachers' understandings on the school vision and mission affect their teaching.
- (2) to identify the relevance of the textbooks on the school vision and missions.
- (3) to investigate the way Islamic English teachers select the textbooks and the way they implement the textbooks in teaching practices.

1.4 The Significance of the Study

In general, this study may contribute to provide significant information about the use of English textbooks. This study may also contribute the teachers' underlying concepts about the teaching, learning, material content and particularly about textbooks themselves in relation to facilitate the achievement on the school vision and missions. In specific, this study, hopefully, contribute to document

areal representation of how the teachers use the textbooks in real context classroom at Madrasah Aliyah. The result of study is very helpful as a feedback for the Madrasah Aliyah teachers in choosing the textbooks to be used. It also will reveal the new findings regarding how other teachers may do, add, enrich, improve, or perform their competence before and during the lesson.

For the Ministry of Religious Affairs of the Basic and Middle Education, the result of this study may provide some valuable input. They may state their own learning objectives, competence standard especially for the Madrasah Aliyah with their indicators and conducts on their own national examination. This department also needs to provide some textbooks that contain Islamic terms, norms, and moral values which can be used by the Islamic English teachers, so that, they will select some appropriate textbooks and other teaching materials for their teaching in relevance to the schools' vision and missions.

For the author and book designer this research could provide a feedback on how should the materials content be in their textbooks when it is prepared for the Madrasah Aliyah. The information will be very beneficial for the authors of the textbooks, especially for designing next textbooks.

For the Ministry of National Education, they should give more chance to the Ministry of Religious Affairs to arrange their own curriculum for the implementation at Madrasah Aliyah.

For the other researchers, the result of this study may provide some informative input to conduct another investigation in the same field but with a different interest as a reference.

1.5 The Clarification of Terms

Vision; Vision is a long term of specific objective that is going to be achieved in the future. According to Klinghammer (1997) in Richard (2001), vision is a statement of where a program is going in the long term and what its members hope to accomplish. Similar with Klinghammer (1997) and Richard (2001), Gottlieb (2007) states that vision is a statement of what is potential, the picture of the future you want to make, the critical question for a Community Benefit organization. He adds that a vision statement outlines what the one or organization wants to be concentrated on the future.

Mission; Based on Oxford Advanced Learner's Dictionary that mission is a particular aim or duty that one to fulfill more than anything else or a particular task done by a person or a group. According to Klinghammer (1997) in Richard (2001), mission is explanation of the institution' vision in term of detailed goals that it seeks to achieve, it is usually within a particular time period. Mission statement will turn our vision into practice (Gottlieb, 2007).

School Vision and Missions; The school vision and missions are the vision and missions stated at schools. They direct the schools of what are to be done and what are to be achieved (Peterson, 1995) and they construct the school improvement (Caldwell; 1998, Mayronwetz and Weistein; 1999).

Islamic Values; it is the Islamic belief toward the value of Islam. Islamic values have effects on moral judgment, Maqsud (1997) in Jaafar and friends (2004). Islamic values can be divided in three groups, they are; necessities, convenience, and refinements.

Madrasah Aliyah; a school under the management or organization of Ministry of Religious Affairs as a central or top management and of the Department of Basic and Secondary Education which is directly responsible and that controls on it. According to Moulton (2008), Madrasah is a school designed for young Muslem with a religious foundation on Qur'anic recitation and Islamic values.

1.6 Thesis Organization

This thesis consists of five chapters. Chapter one is the introduction to this study. It covers the background of this study, the research questions, the significance of this study, the purposes of this study, and the clarification of terms. Chapter two reviews the theoretical foundation for this study which covers discussion on the vision and missions, the role of the school vision and missions, the Islamic school vision and missions, the textbooks selection, good textbooks, the effect of the vision and missions in selecting textbooks, and the previous study in textbooks use.

Chapter three elaborates the research methodology. It covers the research design, the research site, the research participant, the data collection, and the data analysis. Chapter four presents the data presentation and discussions of the research. Chapter five draws the conclusions and suggestions of the study. It also offers some recommendation for further research.