

CHAPTER I

INTRODUCTION

This chapter presents the general description of the research. It covers background of the research, research questions, aims of the research, significance of the research, research gap, scope of the research, clarification of terms and organization of paper

1.1 Background

Textbooks play an important role in a teaching and learning process since it is an effective instrument for the educational practice (Hinkel, as cited in Juan, 2010). Textbook provides many objectives as much as it was written in the curriculum and syllabus, as a result, teachers are able to choose which objectives that will lead them to direct the process of learning (Richards, 2001). Related to the role of a textbook in English as a Foreign Language (EFL), Hutchinson and Torres (1994) stated that textbook has a vital and positive role in helping teacher to design and develop their materials in English Language Teaching (ELT).

In similar vein, Nasikh (2008) stated that textbook is very pivotal to teachers, some of them; experienced or inexperienced teacher even tend to rely only on single book to direct the lesson. Moreover, on the same perspective, Mooney (2000) and Dewey (1983) argued that teachers should not be depended very much on a textbook, they claimed that teacher should have more confidence and creative in planning and developing children's learning experiences. Mooney and Dewey Further say that the process of teaching and learning should give the children enough opportunity to get their freedom and creativity. Due to the fact aforementioned, the sense of accommodating students' freedom and creativity encourage teacher to do some adaptation on textbook as a material of teaching learning process (Nunan, 2000).

Teachers' dependence on textbook as teaching resource is emerged due to the teachers' awareness towards the relation between curriculum and textbook. In Indonesia, Directorate General of Secondary Education (2004) claimed that every textbook is made in accordance with a curriculum. In other words, textbook is an

object of competence achievement indicators in syllabus which is included as a content of curriculum. According to Hamied (2001) (as cited in Yusuf, 2008), in the earlier part of its educational development of formal schooling, since the independence of Indonesia up to the 1994 curriculum implementation, textbook provision was the responsibility of the government.

The provision of the 2013 curriculum textbook implementation also the responsibility of the government. Indonesian government through *Kementerian Pendidikan dan Budaya* has published free textbook to support teaching and learning process, which is *Buku Kurtilas (Kurikulum 2013)* or the 2013 Curriculum Textbooks. The 2013 Curriculum English Textbook is an official textbook from government which can be used by students and teachers, because it is published in two different versions: teachers' book and students' book.

Even though based on its function textbook supports teachers and students, in fact, due to the teacher's influence in controlling class bigger than student as stated in Suherdi (2009), teachers should be careful in selecting textbook and also the materials contained on the book, due to the fact that teacher takes the whole responsibility of the process of teaching and learning. In case when teachers select inappropriate textbooks or materials, it could make students confused especially students who learn a foreign language. Although 2013 Curriculum English textbook is published by Indonesian Government, teachers as guidance and mentor of students should be able to conduct textbook evaluation to discover the strengths and weaknesses before implementing the textbook in the classroom as a source of teaching.

The value of evaluating textbook have been observed widely by many researchers, based on the fact that textbook is an influential factor in the process of teaching and learning. Those who advocate the theory of textbook evaluation and have been conducting research about evaluating textbook include; Grant (1987), Sheldon (1988), Skierso (1991), Cunningsworth (1995), Kitao and Kitao (1997), Harmer (2001), Richards (2001), McGrath (2002), Ansary and Babaii (2002), and Mukundan (2012). Their research showed that there were some textbooks which inappropriate with the students' needs, characteristics and learning styles. Textbooks were considered as inappropriate when it does not match students' need and characteristics, for instance age, grade also their learning style; visual, auditory and kinaesthetic. Many previous researchers have found there were some textbooks used at school which do not consider the grade and learning style of the student. In similar vein, Yusuf (2008) found some weaknesses of textbook in terms of the instruction of the book and the content of the book. Ansary and Babaii (2002) claimed that no textbook is perfect. Any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting. Certain condition when the textbook seems so perfect is only the effect of the specifications of textbook suitable with its purposes of usage. Therefore, there should be a guidance for teachers, particularly, to select a good textbook.

In terms of English as a Foreign Language (EFL) or English as a Second Language (ESL), Wen-Cheng (2010) argues that textbooks' selection will affect teachers, students and overall immersed as a classroom dynamic. Further say, Srakang and Janssem (2010) proposed that teachers' problem emerged in the use of English textbook. Teacher should consider how to use textbook appropriately in order to meet students' need through the process of adapting textbook and designing classroom activities (Harmer, 2001). The word adaptation means an effort to make something suitable or fit to achieve certain purposes. As suggested by Richards (2001), in adapting textbook, there are several ways that teacher may implement, such as modifying content, adding or deleting content, recognizing content, addressing omissions, modifying tasks and extending tasks.

In evaluating textbook, there are some approaches which can be applied. According to Cunningsworth (1995) there are two approaches of evaluating textbook: impressionistic overview and in-depth evaluation. Impressionistic overview is an evaluation approach which evaluates the book from general impression based on the visualization and gets a glance overview of strength and weaknesses with no significant features which stand out. On the contrary, in-depth evaluation provides detailed information in evaluating textbooks and can lead teachers to choose an appropriate textbook for teaching-learning process. Based on theory aforementioned, this study will apply in-depth evaluation approach in order to gain detail information from the evaluated textbook.

This study investigates an evaluation of one 2013 Curriculum English textbook for 9th grade students and analyzes the appropriateness of the textbook for teacher to be implemented in the classroom in terms of visualization, content and supplementary materials of the textbook. This study is a post-use or reflective evaluation with more emphasis on language features of the book which supports English language teaching (ELT). This study is qualitative in nature and will immerse two English teachers as evaluators since this study is more focus on teacher's ability to conduct a textbook evaluation as their basis to select, add, replace or omit the weaknesses from the textbook and their perceptual judgment on criteria of good English textbook.

1.2 Formulation of The Problems

Based on the background of the research aforementioned above. The importance of this research relies on the comparison between the teachers' ability and knowledge on criteria of a good textbook with certain theories from several textbooks' experts regarding the criteria of a good textbook. This research urge in order to investigate the result of teachers' evaluation on one textbook and compare the result with the existing theories about criteria of a good textbook. Using triangulation method this research will investigate teachers' perspective on evaluating an English textbook.

Based on the thesis statement above, the following research question is intended to be answered by this research:

1. In what aspects that the 2013 Curriculum English Textbook for 9th grade Junior High School students fulfill good criteria of English textbook based on teacher's evaluation?
2. Which aspects of the teachers' evaluation result are confirmed by textbook experts regarding to criteria of good textbook?

1.3 Aims of the Research

The aim of this study is intended to discover the result of teachers' evaluation on 2013 curriculum English Textbook for 9th grade student entitled "*Think Globally Act Locally*" using the evaluation instrument of combination between Jayakaran Mukundan's framework (2012) and the 2013 curriculum textbook evaluation instrument. Furthermore, the result of teachers' evaluation then will be compared with an existing theory from several textbook experts to enhance the accuracy of the study.

1.4 Significance of the Research

This research is expected to make contribution more on the understanding of the importance of textbook evaluation for every stakeholder that involved in the system of English Language Teaching, especially in English as a Foreign Language or English as a Second Language country and Indonesia might be great

instance for this. Stakeholders that can be affected by the result of this research include: Teachers, students, textbook author, textbook publisher and other researchers that will conduct a research on the same field of interest. The research study could provide information on the issues of using a textbook as teaching media particularly on the strengths and the weaknesses of a textbook. Further, this study would also become a review in the implementation of the 2013 curriculum English textbook that used almost on every school in Indonesia. This study would be beneficial for the English teachers and their students as this study enhance the knowledge of textbook evaluation in order to gain a deep understanding towards criteria of a good English textbook, as a result, this research can help teacher to avoid confusion in their teaching and learning process. Furthermore, this study would be beneficial to the textbook author and textbook publisher as this study would provide the necessary information on criteria of English textbook should have been. This would expectedly heighten the awareness of the author and publisher before the textbook is published to the community. To the future researchers, this study can provide baseline information on the recent status of textbook evaluation interest.

1.5 Scope of the Research

This research focuses on investigating teachers' evaluation on the 2013 curriculum English textbook for 9th grade students of junior high school in Bandung. In order to prevent a broad scope of the research, there are limitations in this research:

1. This research is only investigating students' textbook and not investigating teachers' textbook.
2. This research is not investigating the other aspects of content in curriculum except textbook.

Limited result also possible to achieve, since this research depend fully on teachers' prior knowledge regarding good criteria of English textbook and their perceptional judgment on conducting textbook evaluation.

1.6 Clarification of Terms

1. 2013 Curriculum

According to Namin (2014), 2013 Curriculum is a learning curriculum that emphasizes the affective aspects or changes in behavior and the competencies to be achieved is impartial competence between the attitudes, skills, and knowledge, in addition to a holistic way of learning and fun.

2. Evaluation

Evaluation is judgment on the value of a public intervention with reference to define criteria of this judgment. The most frequently used criteria are: its conformity with the needs (of the sector, beneficiaries), relevance, efficiency, impact and sustainability of its effects. Korporowicz (1997) defining evaluation as a Systematic study of the value or characteristics of a particular program, activity or facility from the perspective of the criteria adopted for this purpose to reach its improvement, development or better understanding.

3. Textbook

Textbook is a manual of instruction or standard group in any branch of study. It is obviously that the materials in textbook support for language instruction (Brown, 2007).

4. English Textbook

Materials specially designed for English learning and teaching that have been specially selected and exploited for teaching purposes (McGrath, 2002 p.8).

5. Texts

Texts are this research are reading passages and conversation including given example both teachers` book and students` book

6. Illustration

Illustrations are all pictures presented in both teachers` book and students` book

1.7 Organization of Paper

This paper is organized into five chapters as follows:

CHAPTER I INTRODUCTION

This chapter presents background of the research showing the current burning issue regarding the topic of the research. To some extent, the chapter is discussed and formulated research questions, aims of the research, significance of the research, and the scope of the research.

CHAPTER II LITERATURE REVIEW

This chapter overviews the relevant theories related to the research. Since the research is concerned with the textbook analysis and evaluation, the theories presented in this chapter are focused on theories from the expert and their previous research on textbook.

CHAPTER III RESEARCH METHODOLOGY

This chapter outlines further explanation of research method employed in the research. This chapter also explains the detailed information of the data and framework used to analyze the data.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter discusses the result and findings of the research. The result and findings are presented in description.

CHAPTER V CONCLUSION

This chapter presents the conclusion of the research and suggestion to support next study regarding to textbook evaluation or textbook analysis.

1.8 Concluding Remark

This chapter has presented initial contents of the research including background of this research, research questions, aims of the research, significance of the research, scope of the research and organization of paper. The next chapter will present literature review of the research