

Hak Cipta Diindungi Undang-Undang

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## CHAPTER I INTRODUCTION

The first chapter discussed about the background of the research. It consisted of eight parts, namely: Background of the study, Statement of Problem, Limitation of Problem, Purpose and objective of the study, Research question, The significance of the study, Rational of the Research and Definition of the key terms. Followed by an explanation.

### 1.1 Background of the Study

The 2013 curriculum for senior high school in Indonesian begin to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new 2013 curriculum needed to be tested first before it takes over the previous curriculum. The 2013 curriculum itself is pretty much different with the KTSP. The purposes of the study of the 2013 curriculum in the classroom are not only based on what the student learned from the curriculum, but it also hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surroundings, and aesthetic factors are part of the changing method. It makes English skills become a main priority in teaching English for students in 2013 curriculum as the activities in 2013

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curriculum are expected to make students exposed in using English language as often as possible with various themes, context, and topic.

The uses of skills in communication become the main priority for 2013 curriculum in term of communicative purposes. Materials and exercises provided in the textbook should be matched with the current curriculum and learners' needs. As in the 2013 curriculum, teachers supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from other mediums of learning which in this case is a teacher or textbook. Of course, the essence of the curriculum and the learners' needs still have to be in total consideration for teachers when delivers the learning materials from the textbook or any other media because students are different one to another. It is important to view language learning as a student centered because students are individuals who differ from each other in significant ways (Snow, 2007:20).

The textbook becomes an essential partner for teachers in teaching and learning process. A textbook usually overcome the whole school curriculum, the aims, goals, even the materials. That is why no one can guarantee the quality of a textbook used. The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials becomes a good consideration before deciding to use the textbook in the classroom. An inappropriate textbook could possibly make the class dull with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Those reasons make the selection of textbook used by teachers become relatively crucial.



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The textbook has to fit with the current curriculum, school syllabus along with the student's needs and also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and the ideal textbook as beneficial for both students and teacher as possible. However, on a particular occasion, learners' needs, sometimes become the pin point of the teachers to determine a textbook.

Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore, preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995:7) mentioned that the uses of textbook are considered helpful because most of the goals and aims have already been prepared in a set of practices based on what students need to learn.

Textbook not only beneficial for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives, but also textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. With well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached.

As what had been touched upon above, since textbooks are considered as the main component of the curriculum in Indonesia, English teachers' dependence in Indonesia towards textbooks is very dominant. The teacher who lack of creativity or had some difficulties in creating their own learning materials. They could accomplish regarding to learning materials is adapting the textbook. They relies a lot on the textbooks available for support teaching and learning



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process. One of the government's textbook is "Bahasa Inggris" textbook. "Bahasa Inggris" textbook is popular to be used in Indonesia. "Bahasa Inggris" is a series of English textbook for senior high school students. It is published by one of the Department of National Education. Moreover, there are some weakness in this textbook, such as: the teacher find some activities unsuitable to students' needs and the achievement of the students in some of chapters after they learn English lesson is unclear with Core competence and Basic competence in 2013 curriculum, for example: in page 1 at chapter 1 (Talking about self), the students require to get 3 points for the objective of the chapter. In other hand, this objective of the chapter is unclear with CC (CC 1, CC2, CC 3 & CC 4). In addition, in page 20 chapter 2 (Congratulating and complimenting others), this chapter also find of unclear the objectives of the study (CC and BC). For scientific approach, some activities are unclear or are not arranged by orderly fashion of scientific approach, like: for the observing activities in page 21 chapter 2 (Congratulating and complimenting others) and page 70 chapter 5 (Let's visit Niagara falls), the activities of textbook is begun with playing game. Furthermore, for authentic assessment, authentic assessment includes 3 parts of assessment, they are: attitude, knowledge and skill. In "Bahasa Inggris" textbook, authentic assessment in page 70 chapter 5 (Let's visit Niagara falls) is unclear or the assessment do not involve 3 parts of attitude, knowledge and skill.

Coming up with these suitability issues of "Bahasa Inggris" textbook with curriculum and materials in a textbook, the writer is interested in learning and analyzing this issue. The writer is interested in analyzing all of the aspects in



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“BahasaInggris”textbook, as it is concerned with communicative purposes of the curriculum. The reason the writer chooses the textbook of “BahasaInggris” (revision 2017)as the object of this study is because this book is the government’s English textbook in the market released with new revision2013 curriculumand to discover how far theEnglish textbooks had met the criteria of good textbooks. According to this information the writer tries to analyze this issue with the title of**The Analysis on English Textbook “BahasaInggris” for Senior High School of Grade Tenth**

### 1.2 Statements of the Problems

Textbook along with many other names is commonly used by educational institution or school and it is usually provided with exercise and teaching materials (Mudzakir, 2014). Since textbooks are considered as the main component of the curriculum in Indonesia, English teachers’ dependence towards textbooks is very dominant. At least 90% of the teachers rely on the textbooks in their teaching time (Mikk, 2000). It is important for the teacher to choose the suitable textbook to respond the need of the users (Chaisongkram, 2011). Therefore, textbook analysis is needed because textbook are vitally important, they play a significant role in shaping teachers’, students’, and families’ views of school subjects (Valverde, 2002). Although textbook analysis is important, but in Indonesia, the researcher tend to analyze the commercial textbook and they seldom focus in relevance with 2013 curriculum.

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As what had been stated above, teachers relied a lot on the use of textbooks. According to a survey study conducted by Leo (2010) in Indonesia to 51 teachers who joined a book writing training, it was found that 46.3 % of them did not know how to write books, 35.7% of them had no time to write, 7.3% of them were not confident in writing, 7.1% of them said that they had no ability on it, and 3.6% of them had no motivation to write books. The findings of this survey showed that one of the teachers' weaknesses in pedagogic aspect was their low ability and low motivation in creating their own instructional materials. In addition, when conducting classroom instructions, most of the teachers depended a lot on textbooks. This survey and other similar findings became one of the reasons for publishers to write comprehensive and standardized textbooks to be used for teaching. However, those textbooks must be evaluated and revised from time to time to suit the latest curriculum and to upgrade its quality in terms of design, content, language, illustration, and so forth. It was an undeniable fact that some English textbooks published in Indonesia met the standards and criteria of good textbooks and some others did not. Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks determined by the curriculum.

Because those phenomena, some questions are needed to be addressed: What are the components the textbook accordance to some Experts? How is the quality of external textbook? How is the quality of Internal textbook? How is the quality of overall textbook? What are the components the textbook accordance with the 2013 curriculum? Why core competence and basic

competence should be coherent with the content of the textbook? Why the user of scientific approach should be coherent with the content of the textbook? Why authentic assessment should be coherent with the content of the textbook? How the content of the textbook should be suitable with the 2013 curriculum?

By examining this textbook analysis context, using qualitative approaches and involving textbook as object of the research, it can better understand the conceptions and misconceptions the use of textbook in teaching and learning process can be explained. With this understanding, researchers can better isolate the central phenomenon and explore the issue about the use of textbook. The government can produce the textbook which suitable with advanced of the world in education to increase the quality of teaching and learning process, and publishers can assist with publishing the commercial textbook that suitable with curriculum.

### 1.3 Limitation of the Problem

This study focused on the criteria of book evaluation in English textbooks which are analyzed based on the criteria of good textbooks determined by Cunningsworth (1995) and McDonough and Shaw (2003) with cover external, internal and overall evaluation. Besides, the writer also sees their relevance towards 2013 curriculum (CC and BC, Scientific Approach, Authentic Assessment). After that, this study also focused on how those criteria are fulfilled or not on the English textbooks which are analyzed.

The rationale in using the aforementioned books for evaluation is that “Bahasa Inggris” textbooks had three series comprising the textbook for grade X,

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grade XI, and grade XII for Senior High School students. Thus, it is very demanding for the writer to evaluate the six books at the same time. Therefore, only “BahasaInggris”books for grade X is evaluated. Besides, the writer sees no significance to evaluate the whole books since they shared the similar approach, format, and organization. The implication of the evaluation result of “BahasaInggris”book for grade X also contribute to make impressionistic judgment about the other series of the books for grades XI and XII. In addition, “BahasaInggris”textbooks for grade X had 15 Chapters. To limit the time of the research, the writer uses 5 chapters of textbook with purposive sampling.

Furthermore, The writer analyzes whether the content of English textbook “BahasaInggris” compatible or not with the current curriculum (revision 2017) of 2013 curriculum and the presentation of the textbook, and more focused on analyzing the material available in the textbook published by Ministry of Education and Culture.

#### **1.4 Purpose and Objective of the Study**

The purpose of this study is to investigate the analysis on the English textbook entitled “BahasaInggris” for senior high school oftenth grade students. Generally the study is conducted to determine the English textbook “BahasaInggris” meet the criteria of a good textbook suggested by some ELT experts. For Specifically, the study is conducted to fulfill the following objectives:



1. Investigating how is the quality of textbook “Bahasa Inggris“ based on External evaluation.
2. Investigating how is the quality of textbook “BahasaInggris“ based on Internal evaluation.
3. Investigating how is the quality of textbook “BahasaInggris“ based on an overall evaluation”.

### 1.5 Research Questions

Based on the statement of problem above, this research has the general research question: “How does the English textbook ”BahasaInggris” meet the criteria of a good textbook by some ELT expert”. The research question can be divided into several specific research questions, as follows:

1. How is the quality of textbook “BahasaInggris“ based on External evaluation?
2. How is the quality of textbook “BahasaInggris“ based on Internal evaluation?
3. How is the quality of textbook “BahasaInggris“ based on Overall evaluation?

### 1.6 The Significance of the Study

This study is expected to give contribution for the following study and may contribute ideas to people involved in the education field. This study is significant for several reasons. First, to increase the researcher’s knowledge of analysis on the English textbook entitled “BahasaInggris” for senior high school of grade tenth and then shares the knowledge to others. Second, the study is to encourage the students’ intrinsic motivation to understand the meaning of textbooks. Third, the study is to provide valuable information for other English

researchers about the analysis on the English textbook entitled "Bahasa Inggris" for senior high school of grade tenth. Fourth, the study is useful for English teachers in developing appropriate policies and plans for promoting the importance of textbook, the teacher can improve their knowledge and experience in choosing appropriate textbooks for students and in selecting the materials in order to expose the students to the best of the best materials that meet the teaching's value, teacher's syllabus, and other aspects. Fifth, it is also expected that the study gives meaningful learning experience to the students. Sixth, this study is also help future researchers as a useful references and it can help future materials writers to develop better materials. Seventh, it can provide some necessary knowledge in analyzing what competencies are exactly promoted by textbook.

### 1.7 Rational of the Research

This study is conducted to find out the good English textbook based on the criteria of some experts. It is important for the teacher to choose the suitable textbook to respond the need of the users (Chaisongkram, 2011). Therefore, textbook analysis is needed because textbook are vitally important, they play a significant role in shaping teachers', students', and families' views of school subjects (Valverde, 2002).

There are some researches that focus in curriculum. The most important factor in the implementation of the curriculum is the readiness of the implementers of the curriculum themselves (Sariono, 2013). The idea of 2013 curriculum is to provide all indicators in BC (Basic Competence) and CC (Core

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competence) with religious value, beliefs, and social peace and relate all those values into every single lesson that will be taught (Prasojo, 2014).

Rationally, based on the explanation above, textbook analysis is very important to support learning and teaching process. On the other hand, textbook must relevance with 2013 curriculum. Furthermore, “BahasaInggris” textbook will be analyzed based on criteria of good English textbook by some experts and it is correlated with 2013 curriculum.

### 1.8 Definition of Terms

In order to avoid the reader misunderstanding in reading this research, the definition of terms will be defined in the following:

1. **Content analysis** is method that works through each script assigning codes, which may be numbers or words, to specific characteristics within text (Dawson, 2009:122). In this research, it is defined as summarizing any form of content by counting various aspects of the book.
2. **Textbook** is a stimulus or instrument for teaching and learning (Thomson, 2000:175). From this definition, the researcher defines textbook is a manual of instruction or a standard book in any branch of study, which is produced according to the demands of educational institutions.
3. **BahasaInggris textbook** is an English textbook for senior high school published by the Department of National Education, in this research the textbook for grade tenth as a object of the research.

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