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CHAPTER I INTRODUCTION

This chapter discusses the introduction which is divided into five parts: Background of the study, Statements of the problems, Limitation of the problems, Purpose and objectives of the study, Research questions, Significance of the research, Rational of the research and Definitions of terms.

1.1 Background of the Study

English Language Teaching (ELT) textbook plays a very important role in language classrooms. It has been more crucial when English is learnt as a foreign language like in Indonesia. As a language being learns beside mother tongue, English is likely to be learned by Indonesian learners only in the classroom. Consequently, English textbook will potentially be the only learner access to language in the classroom. Most teachers often use the textbook as a primary resource book for ideas and instructional activities as well as giving guides for what they do. Garinger (2002) points out, "A textbook can serve different purposes for teachers: as a core resource, as a source of supplemental material, as an inspiration for classroom activities, even as the curriculum itself." In brief, as the main teaching materials, English textbook in English as a foreign language (EFL) classes play very important roles to facilitate language acquisition in classrooms.



in the textbook. Besides that, the contents of the textbook also go with the level of study. In the textbook includes lexical density, which is measured the proportion content words in a text. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

According to Government Regulation number 19 in 2005 article 43 paragraph 5 in measuring the quality of textbooks must be considered as important aspect, namely the feasibility of content, language, presentation and graphics. When the textbook used do not meet the criteria, feared the learners' comprehension differ with the purpose of the textbook content of the lesson. Therefore, as a teacher, which uses textbook lessons need to first analyze the contents teaching material in the textbook of the lesson.

Standard, management standard, financing standard, and assessment standard in terms of curriculum development, content standard (SI) and the competency standard (SK) is the main reference for education in developing the curriculum units. The standard process is the criteria regarding the implementation of the educational unit to achieve a graduate competency process standard includes planning learning which is arranging lesson plan for each lesson (Mulyasa, 2013: 31)

The 2013 Curriculum is arranged and developed by seeing the potential the learners, the developing of an era, and the students' needs. And the important

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thing is 2013 Curriculum offer some models of teaching. Three models are suggested by the 2013 Curriculum, but not only three models, the government also give special approach that is called scientific approach (Permendikbud, 2013: 814). The responsibility of the curriculum was only outlining the content standard and competencies that must be achieved by learners, while its implementation of the curriculum and the syllabus were in the hand of the school management. The communication practices and interaction patterns in the English classrooms were expected to stimulate learners to be well mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities both spoken and written.

The 2013 Curriculum also required learners to master some text types carrying different functions and purposes through a series of activities either in spoken or written cycles such as 1) building the context, 2) modeling and deconstructing the text, 3) joint construction of the text, and 4) independent construction of the text (Feez and Joyce: 2002). The materials can be authentic materials, for example from newspaper, magazine, recipe or textbook. The English teacher should be able to decide whether the contents of the textbook are suitable with the current curriculum or not. Textbooks are important for students to prepare and fulfill experiences in a good of the process.

Mursini (2012:4) stated that the principles to choose materials the textbooks include relevance, consistency and sufficiency. Relevance means connection. The materials must be relevant with core competence and basic competence. So, the teacher will know whether the materials are fact, concept,

principle, procedure, attitude, or psychomotoric aspect and make the teacher avoid from mistake to choice the materials which it is not relevant with standard competency and basic competency.

Consistency means suitability. Its mean that the materials in the textbook must be suitable with core and basic competency in the 2013 curriculum.

While sufficiency means that the material in the textbook must be enough to help the learners to master the material base core and based competency. The materials do not too little because it will not help the learners reach the result base on the core and basic competency. And opposite, if too much will waste the time and energy to learn it.

If the textbooks used by the learners are suitable with the 2013 curriculum not so making the misunderstanding on the learner comprehension. It will make a fatal mistake because the learners' comprehension is permanent.

Although this textbook already proper, but in empirical there are some things are not relevant. In this textbook the researchers find that core and basic competency is not written, although this textbook covers core and basic competency. For example, in the first chapter, core and basic competency are not written, but for basic competency we can see on the cover of a student's book there is the writing that they will learn to greet, to take leave, to say thank you and to say sorry. So, implicitly its suitable with basic competency for the first chapter. But, in the teacher's book for core and basic competency are written, but core competency is unclear.

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From the material in the textbook, the researcher found that the explanation of the textbook just in general, it's not specific and detail. For example, in chapter one, the materials of greeting in general. There is no explanation in specific and detail like greeting formal and informal.

Based on scientific approach, there are five the learner's activities in the teaching and learning process, they are observing, questioning, exploration, association and communication. But, the researchers find the activities is not arranged well. for example, in the first chapter with the title *How are you?*, the first activities are observed but the second is practice. The activities should be arranged well based on scientific approach.

Authentic assessment is very important because it is used to measure students' abilities and therefore the authenticity of written and oral assessments should be held. but researchers found no portfolio assessment in chapters one, four or seven.

Based on the problem above the research interest to analyze the English textbook. So the title of this research is "The analysis of English textbook "When English Rings a Bell" at Junior High School for Seventh grade".

1.2 Statements of the Problems

Books have an important role in teaching and learning activities and scientific development, so that in the preparation of a textbook, there must be some rules that must be fulfilled by a textbook writer. Paembonan (1990: 18)

says writing a textbook is different from writing a novel that only demands the author's ideas. Many signs must be considered, including them in the curriculum.

Based on the background of the problem above, many of the textbook were not suitable to with the 2013 curriculum right now it such as a core competence and basic competence is not written in the textbook so make the learners difficult to measure what will reach in the learning process. In material, something is not accordance with the curriculum and in the textbook the user of the scientific approach is not arranged well. Something the textbook there is no complete authentic assessment.

In teaching and learning activities between teachers and students will not be separated from the use of textbooks. Textbooks are one of the student learning materials that contain learning material and are used to assist teachers and students in carrying out teaching and learning activities. The most important thing in textbooks is learning the material. Broadly speaking, learning material contains knowledge, skills and attitudes. Amri (2013: 75) identifies types of matter into two aspects, namely cognitive and affective aspects. Cognitive type learning materials can be divided into four types, namely facts, concepts, principles, and procedures.

Teaching materials are different from textbooks. Ministry of National Education (in Mursini, 2012: 19) provides a definition that "Teaching materials are materials or learning materials that are arranged systematically used by teachers and students in teaching and learning", while textbooks are "Sources of

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information arranged in structure and sequence based on certain fields of science".

One of the factors determining the success of teachers and students in using the book is determined by the quality of textbooks. In measuring the quality of textbooks, important aspects must be considered, namely the suitability of the content of the material with the curriculum, the material content, the depth and breadth of the material.

Therefore, they got difficulty in understand about the textbook. It's mean that without the fourth element in this textbook will not to able to use in the school as the source of the teaching and learning.

Because those phenomena, some questions are needed to be addressed:?
 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 material 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? Why 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

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better isolate the central phenomenon and explore the issue about the use of textbook.

1.3 Limitation of the Problem

McDonough et al. (2013:52) comment, “No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation.” Because of the imperfection of a textbook, it is essential to know the nature of the material explicitly and implicitly for the effectiveness of the use of this book by doing an analysis. Cunningsworth (1995) explains that course book analysis helps teachers to gain good and useful insights into the nature of the material so it is useful in teacher’s development. In brief, the analysis on the material is needed for the effectiveness of the use of the textbook.

This study will focus on the criteria of textbook evaluation in English textbooks which are analyzed relevance towards the 2013 curriculum (core competency and basic competency, Materials, Scientific Approach and Authentic Assessment).

The objects of this study is an English textbook entitled “*Bahasa Inggris: When English Rings the Bell*” is a new English textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new

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academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia. Because of these facts, the use of this English textbook is automatically widespread. As a new textbook in which the use is widespread, English teachers need see inside, the material on textbook in order to take more control over its use.

But in this research, the researcher will analyze the textbook edition revised 2017. This textbook *Bahasa Inggris "When English Rings a Bell"* had three series comprising the textbook for grade VII, grade VIII, and grade IX for Junior High School students. In this research, the researcher focus to analyze only textbooks for grade VII is evaluated. The implication of the analysis result of the textbooks for grade VII also contributes to make impressionistic judgment about the other series of the books for grades VIII and IX. In addition, *Bahasa Inggris "When English Rings a Bell"* textbooks for grade VII had 8 chapters. To limit the time of the research, the writer uses 3 chapters as a sample of textbook with purposive sampling.

E. Mulyasa (2013:164) stated the expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potential of each.

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1.5 Research Questions

Based on the explanations above, the research questions are formulated as the following questions:

1. To what extent is the content of English textbook “ When English Rings a Bell” suitable with core competence and basic competence based on the 2013 curriculum?
2. To what extent is the content of English textbook “ When English Rings a Bell” suitable with materials based on the 2013 curriculum?
3. To what extent is the content of English textbook “ When English Rings a Bell” suitable with scientific approach based on the 2013 curriculum?
4. To what extent is the content of English textbook “ When English Rings a Bell” suitable with authentic assessment based on the 2013 curriculum?

1.6 The Significance of the Research

The result of this Research is hoped useful as the contribution for:

1. Theoretically

The study can be used to analyze the thematic coding of the textbook. Analysis as one of qualitative research for a good quality of teaching material and students guide in learning English as a Second Language.

2. Practically

A. This research will be a guideline which is useful for the teachers in using this English textbook “ When English Rings a Bell” as a material in teaching and learning process in the classroom.

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- B. This research will be beneficial to writers and publishers in making the English textbook for future times.
- C. This research can be used a curriculum developer to take account the way of teaching English for students.
- D. This research can be used by the environment of the English education department to enlarge the model of activities inside the teaching material.

1.7 Rational of the Research

This study is to analysis the qualities of English textbook “When English Rings a Bell” for Junior High School of grade seventh. Because Teaching and learning activities between teachers and students will not be separated from teaching materials. Teaching materials are an important part in the implementation of teaching and learning activities in the classroom. Teaching materials must be made in accordance with the conditions of manufacture.

Subject textbooks are expected to really have quality content that is in accordance with the applicable curriculum, both in terms of content standards, as well as in terms of whether or not teaching materials are understood by teachers and students, and are presented in an interesting manner. One of the factors determining the success of students in using textbooks is determined by the

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quality of the textbooks. High quality textbooks can provide optimal results in the learning process.

Needs textbooks, lessons at this time still a top priority in carrying out teaching and learning activities. Lesson textbooks not only become the main reference for students in learning, but also become a reference for teachers in the learning process. For teachers who have not been able or not ready to make teaching materials based on application criteria, textbooks are short solutions for obtaining teaching materials.

Rationally, based on the explanation above, textbook evaluation is needed because teaching and learning will be easy. With textbook they will get knowledge, information. Furthermore, the textbook will analyze based on the fourth aspects.

1.8 Definition of Terms

Based on the key terms of this research, some definitions are explained to avoid misunderstanding and misinterpretation. The title of this research is The analysis of English Textbook “When English Rings a Bell” for Junior High School of the Seventh Grade. The definitions of key term are as follows:

According to Cheng, Hung, and Chiech (2011:93) Textbook analysis is one process of textbook evaluation. According to Hutchinson and Waters in Cheng, Hung, and Chiech, textbook evaluation is basically a straightforward, analytical matching process: matching needs to available solutions.

Krippendorff (1993:15) states that content analysis is a research technique to make inferences which can be followed by understanding contexts

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The curriculum is defined as a plan for learning containing many kinds of learning instructions and outcomes (see Taba, 1962; Ruhimat *et al.*, 2009, p.4).

Scientific Approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge (Suharyadi, 2013:1).

Authentic assessment is a form of assessment that the learners must do the real tasks which show valuable application both knowledge and skills (Mueller, 2005:2).

English textbook “When English Rings a Bell” is an English textbook for junior high school published by Pusat Kurikulum dan Perbukuan, Balitbang, kemdikbud. In this research the textbook for the seventh grade students as a subject of the research is edition revision 2017.