

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitations of the study, and definition of key terms.

A. Background of The Study

In education, curriculum is one of the crucial components in an educational system. Here, the curriculum is a tool to achieve educational goals and as a guide in the implementation of teaching in all types and levels of education. The aim of education can be achieved through a well-planned educational curriculum. A curriculum is considered the “heart” of any learning institution which means that schools or universities cannot exist without a curriculum (Bilbao, 2008). Hence, the curriculum is a very important factor in the educational process in educational institutions. It will make the educational process becomes clear and planned, how and what should be applied in the teaching and learning process carried out by educators and students. In the curriculum, it is not only a set of knowledge that must be taught by educators (teachers) to the students, but also all activities which are necessarily involved in the competences having influence on students in order to achieve educational objectives.

In Indonesia, the 2013 curriculum has been implemented since the 2013/2014 academic year. This curriculum was officially launched on July 15th, 2013. The implementation of the 2013 curriculum itself cannot be separated from innovation. The innovation has the meaning of renewal that is close to change or improvement. Curriculum improvement is usually only about one or several aspects of the curriculum, for example teaching methods, teaching aids, and textbooks, while still using the applicable curriculum. Curriculum changes are about changing the basic of both goals and tools or ways of achieving that goal. Change or renewal of the curriculum has several factors or components that must be involved. It is impossible to change the curriculum well without being followed by all system components that support the curriculum change. So far, the innovation of the curriculum almost certainly means structuring the existing curriculum to be replaced with a new one, with changes in such a way that the structures or topics, scope of materials, learning methods, and also textbooks are replaced.

Textbooks in 2013 Curriculum has significant difference from that of in the previous curriculum or 2006 Curriculum. In the 2006 Curriculum, English textbook concerns on language skills as the point to deliver the competence in English such as listening, speaking, reading, and writing. While, in the 2013 curriculum, the English textbook uses integrated skills concept (Nahrowi, 2013). The textbooks does not merely contain discussion material but also contain material and learning processes, assessment systems and expected competencies.

In line with the importance of textbook in educational curriculum, there have been some researches related to the textbooks evaluation and analysis published by the Ministry of Education and Culture for 2013 Curriculum. Reswari (2014) found that English textbook for Junior High School has good conformity to basic competence of the 2013 curriculum. In addition, Arba'ati (2015) stated that the English textbook for grade VIII was appropriate with the basic competence of the 2013 Curriculum. However, another research's result on English textbook for grade VII showed that the textbook did not fulfill the compatibility of basic competence in 2013 Curriculum (Noviana, 2018).

On the basis of the previous research, the writer is interested in conducting a research on English textbook for grade IX revised edition 2018. This research is intended to complete the English textbooks analysis in Junior High School. The previous research related to this topic stated that the materials in the textbook for grade IX (Revised edition 2017) are relevant enough with 2013 curriculum, especially with the cognitive and the psychomotor domain which achieved category "Fair" in the conformity of the relevance materials (Ratih, 2017). The English textbook for Junior High School itself has already been revised for several times since the 2013 Curriculum is implemented. The revision of the English textbook is done almost in every year until nowadays in order to get the more qualified and standardized textbook. Here, the writer conducted a research of content analysis to the latest version of the English Textbook "Think Globally Act Locally" for Grade IX (The Revised Edition 2018). Mostly, the previous research merely investigate

the relevant material in the textbook to the 2013 curriculum. Therefore, the writer conducted a research which did not merely investigate the relevant material in the textbook to the 2013 curriculum, but also investigated the quality of the material in pursuance of Tomlinson's theory of material evaluation. His theory basically examines the criteria or principle of second language acquisition relevant to the development of materials for teaching language. This research was conducted to find out whether material in the English Textbook "Think Globally Act Locally" for Grade IX (The Revised Edition 2018) was relevant based on the core and basic competence of 2013 Curriculum and Tomlinson's theory of material evaluation.

B. Formulation of The Research Problems

Based on the background of the study, the formulation of the research problems are formulated as follows:

1. How is the relevance of the materials in English Textbook "Think Globally Act Locally" for grade IX (The Revised Edition 2018) based on the core and basic competence of the 2013 Curriculum?
2. How is the relevance of the materials in English Textbook "Think Globally Act Locally" for grade IX (The Revised Edition 2018) based on the Tomlinson's theory of material evaluation?

C. Purpose of The Study

On the basis the formulation of the research problem above, the significance of this study are:

1. To elaborate the relevance of the materials in English Textbook “Think Globally Act Locally” for grade IX (The Revised Edition 2018) based on the core and basic competence of 2013 Curriculum.
2. To investigate the relevance of the materials in English Textbook “Think Globally Act Locally” for grade IX (The Revised Edition 2018) based on the Tomlinson’s theory of material evaluation.

D. Significance of The Study

Theoretically, the finding of study may present as the reference for the next writers who want to conduct the similar research or related research. The writers can do similar research on others textbook in different grade or develop Research and Development to improve the irrelevant materials in the textbook. Furthermore, this study can support the theories on the textbook analysis especially for the English textbook “Think Globally Act Locally” for grade IX of Junior High School based on the relevant materials to the 2013 Curriculum and the Tomlinson’s theory of material evaluation.

Practically, the result of the study may present meaningful information for teachers and the students. They can get information about English Textbook which is relevant with the 2013 Curriculum and relevant with material evaluation by Tomlinson theory. Furthermore, this research can be reference for those who need English textbook as a

teaching resource. In addition, the findings also can be the reference for the author in order to produce more qualified and standardized English textbook.

E. Scope and Limitation of The Study

The researcher analyzes the English textbook “Think Globally Act Locally” for grade IX (The Revised Edition 2018) published by the Ministry of Education and Culture based on 2013 Curriculum. The textbook is used as the main English textbook for ninth grade of Junior High School. The researcher focuses on the relevance between the materials of the textbook with the core and basic competence of 2013 Curriculum, and the relevance between the content of the textbook and the criteria of good textbook by the Tomlinson’s theory of material evaluation.

F. Definition of Key Terms

There are some significant terms that are frequently used and needed to be defined in order to avoid misunderstandings in this research, those terms are:

1. Textbooks is one of the learning sources and teaching materials that are widely used in educational institution. Among the various textbooks that are used in educational institution, English textbook is one of them (Richards: 2001).
2. Textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used (Krippendorff, 2008: 18).

3. English Textbook “Think Globally Act Locally” for Grade IX (The Revised Edition 2018) is one of the latest textbooks published by The Ministry of Education and Culture of Indonesia related to the implementation of the newest curriculum, that is 2013 curriculum.
4. The 2013 Curriculum is an increase and balance between competency attitude, skills, and knowledge. This is in line with the mandate of Law No. 20 of 2003 as stated in the explanation of Article 35: graduate competency is the qualification of graduates' ability which includes attitudes, knowledge, and skills in accordance with agreed national standards. Moreover, this is completing the development of a competency-based curriculum that was initiated in 2004 by integrating attitudes, knowledge and skills in an integrated manner.