

CHAPTER I

INTRODUCTION

This chapter will be discussed of Background of the study, Statement of the Research Problems, Objectives of the study, Significance of the study, Scope and limitation of the study, and Definition of the key terms.

A. Background of the study

In education, curriculum has very essential role for the educators for being the base of education system itself. Here, curriculum is described as a tool to achieve educational goals. So, well-planned curriculum could be really helpful to fulfil the aim of education system. A curriculum is also considered as the “hearth” of any learning institution which means that schools or universities cannot be exist without a curriculum (Bilbao, 2008). The curriculum is a very important factor in the educational process because it will make the educational process becomes more clear and planned. We can be sure about the how and what should be applied in the teaching and learning activity carried out by educators and students. In curriculum, it is not only set of knowledge that should be taught by teachers to their students, but also all activities which are necessarily involved in the competences having influence on students in order to achieve the educational objectives.

Indonesia as the country which really cares about the education, has been applied the new curriculum called as 2013 curriculum (K13) ever since the

2013/2014 academic year. This curriculum has officially launched on July 15th, 2013. This was happened because of this country's educational system needed some innovation which has a meaning renewal into a change or improvement. The improvement of the curriculum is usually only about one or several aspects of the curriculum, for example are teaching methods, teaching aids, and textbooks, while still using the applicable curriculum. The changes of curriculum are about changing the basic of both goals and tools or ways of achieving the goal. Change or renewal of the curriculum has several factors or components that must be involved. It is clearly impossible to change the curriculum without being followed by all of the system components that support the curriculum change. So far, the innovation of the curriculum almost certainly means structuring the already existing one to be replaced by the new one, with the changes in a such way the structures or topics, scope of materials, learning methods and textbook are replaced as well.

Due to the new launched curriculum, there are several changes in some parts of education, especially the teaching materials. Teaching materials can be developed from many learning sources and one of them is from textbook, thus, it is also need special attention regarding the changes toward recent applied curriculum. The adjustment of textbook to the recent curriculum should be conducted because English teachers tend to show a strong reliance on the textbook usage. A good textbook should be reflected the curriculum which is applied. It is caused by a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of

coin, two but one, one but two (Tarigan and Tarigan, 1990: 66). It should be matched with the goal of the curriculum and be able to support curriculum and facilitate the process of teaching and learning activity.

Textbooks in 2013 curriculum (K13) has significant difference from the one of the previous curriculum or 2006 curriculum (KTSP). The English textbook of the KTSP is more concerns on language skills as the point to deliver the competence in English language such as listening, speaking, reading and writing. While in the 2013 curriculum (K13), the English textbook uses integrated skills concept (Nahrowi, 2013). The textbook does not merely contain discussion material but also contain material and learning processes, assessment systems and expected competencies.

There are four reasons why the textbook is always being used in teaching and learning process. First, it is easy to be found and commercially provided. Second, it provides a guide for the learners which offer expected behaviors that they have to perform (Crawford in Richards and Renandya, 2002). Third, it helps teachers to prepare the lesson plan. Fourth, it also becomes a flexible syllabus for teaching and learning process based on students' need. Tomlinson (1998:2) has said that materials are something that should be considered to aid language learning. It means that textbook can also help teacher in teaching and learning process. So, teachers must be able to select and analyze the contents of textbook properly. Textbook in Indonesia can be divided into two categories, the textbook which officially published by the government and the other is published by the private publisher.

Talking about 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 the 2013 curriculum. Reswari (2014) found that English textbook for Junior High School has good conformity to basic competence of the 2013 curriculum. In addition, Arbaati (2015) stated that the English textbook for grade VIII was appropriate with the basic competence of the 2013 curriculum.

The main textbook which used in English teaching and learning process in 2013 curriculum are teacher and students book which are published by the Ministry of Education and Culture of Indonesia. Teacher book is a textbook that is published limited for the teachers only. It contains the procedures and tips on how to teach English use students book. Meanwhile the student book is textbook that is published for the students. It is contains the materials that will be learned by the students. There are two versions of the English textbook entitled “When English Rings a Bell”. The first one is the first edition which came out officially at 2014. It was the same time with the launching of the new 2013 curriculum. Then there is the second edition which being used until today. The book itself came out since 2017 and every junior high school in Indonesia used it as the source of material for the learning process.

For Junior High School, the English textbook entitled “When English Rings a Bell” (Second Revised Edition). Although this book is published by the Ministry of Education and Culture of Indonesia, no one could guarantee that the materials in this book are relevant with the core and basic competence of 2013

Curriculum. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni: 2014:17). All of them need to be fulfilled to make sure the students get all the needs to be an individual person who are religious, productive, creative, affective and able to give their contribution to the society, nation, country, and world civilization.

Tomlinson (2011) also proposes that there are sixteen criteria of material evaluation. It is defined in detail to examine the strength and weakness in a textbook. This will be useful to know to the specific criteria needs to be improved in case if the criteria are not found in the textbook. This is important to make sure whether the textbook is worth to be source of learning material or not.

According to the statement stated above, the writer decide to make this study which aimed to analyze the English Textbook entitled “When English Rings a Bell” (Second Revised Edition) based on the core and basic competence of 2013 curriculum and Tomlinsons’ theory of material evaluation.

B. Statement of the research problem

In connection of this study, the main problem in need to be answered through this study is how relevance of the materials in English Textbook “When English Rings A Bell” (Second Revised Edition). The problems stated in this study are:

- 1.) How is the relevance of the materials in English Textbook “When English Rings A Bell” (Second Revised Edition) based on the core and basic competences of 2013 Curriculum?
- 2.) How is the relevance of the materials in English Textbook “When English Rings A Bell” (Second Revised Edition) based on the Tomlinsons theory of material evaluation?

C. Objectives of the study

Based on the problems stated above, the purposes of this study are:

- 1.) To elaborate the relevance of the materials in English Textbook “When English Rings A Bell” (Second Revised Edition) based on the core and basic competences of 2013 Curriculum.
- 2.) To investigate the relevance of the materials in English Textbook “When English Rings A Bell” (Second Revised Edition) based on the Tomlinsons theory of material evaluation.

D. Significance of the study

Theoretically, the finding of this study may present as the reference for the next writer who wants to conduct the similar research or related research. The writers can also do the similar research on other 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 “When English Rings a Bell” (Second Revised Edition) for grade VIII of Junior High School based on the relevant materials to the 2013 Curriculum and the Tomlinsons theory of material evaluation.

Practically, the result of this study may preset meaningful information for teachers and students. They can get information about English Textbook which is relevant with the 2013 Curriculum and relevant with material evaluation by Tomlinsons 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 “When English Rings a Bell” (Second Revised Edition) for grade VIII which published by the Ministry of Education and Culture of Indonesia based on 2013 Curriculum. The tetbook is used as the main English textbook for eighth grade of Junior High School. The researcher focuses on the core and basic competences of 2013 Curriculum and the criteria of the good textbook based on Tomlinsons theory of material evaluation.

F. Definition of the key terms

There are some significant terms that are frequently used and needed

to be defined in order to avoid misunderstandings in this research, and those terms are:

- a. Textbook 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).
- b. 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).
- c. English Textbook “When English Rings a Bell” for grade VIII, 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.
- d. 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.