

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.

1.1 Background of the study

There is no denial that learning English has become an absolute necessity in today's globalized world. For better or worse, by choice or force, English has traveled to many parts of the world and has been used to serve various purposes (Sharifian in Naji and Pishghadam, 2012: 84). According to Chang (2006), "English has been the prevailing foreign language in the curricula of educational institutions and in foreign language learning. English as an International Language (EIL) is a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, communication, and many others."

Realizing the importance of English language in globalization era, recently, Indonesian government has implemented English subject into the academic curriculum as a compulsory subject to be taught in Junior and Senior High School. Recently, by Peraturan Pemerintah No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore, it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Indonesia as a 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.

The main textbooks used in English teaching and learning process in 2013 curriculum are teacher and student book which are published by Ministry of Education and Culture of Indonesia (MECI). Teacher book is textbook that is published for the teachers. It contains the procedures and tips how to teach English use student book. Whereas student book is textbook that is published for the students. It contains materials that will be learned by the students. For Junior High School, the English textbooks entitled “When English Rings a Bell.” Although this book is published by Ministry of Education and Culture of Indonesia (MECI), no one can guarantee that the materials in this book are relevant with the Core and Basic Competence in 2013 Curriculum.

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.

Ministry of Education and Culture of Indonesia (MECI) has published teacher and student books as the main textbook used in the 2013 curriculum teaching and learning process. English student book in Junior High School entitled “When English Rings a Bell”. This is a new book that is published in 2014, so we need an analysis to evaluate the content of this book in order to support the book improvement. According to Azizifar and Baghelani (2014), there are many various reasons for textbook evaluation. The first important reason is the requirement to adapt new textbooks. The second reason is to recognize specific strengths and weaknesses in textbooks which

have been already in use. The third one is that textbook evaluation can be very useful in teachers' development and professional growth. Hence, such activities also permit teachers to make optimum use of their strong points and strengthen the weaker areas by adapting and substituting materials from other books. In addition, textbook analysis and assessment do not only assist teachers to cultivate themselves, but also aids them to obtain helpful perceptions about the materials. The other reason is the understanding that no course book can be suitable for any kind of learners. Therefore, teachers need to be able to appraise, adjust and establish materials that would be appropriate for their particular class.

Bloom in Poerwati and Amri (2013:47) states that there are three domains which should be learned by the students in teaching and learning process, they are Affective, Cognitive, and Psychomotor domains. However, domains that can be stated in the textbook are only Cognitive and Psychomotor domains. So, in this research the writer tried to analyze the relevance of materials in this book with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains.

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 contained the materials that will be learned by the students. There are four versions of the English textbook entitled "When English Rings a Bell". The first one is the first edition which came out officially at 2013. It was the same time with the launching of the new 2013 curriculum. Then there are revisions from 2014, 2016, the third revised 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”. 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.

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, it is significant to investigate an English textbook for grade VII. 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 VII (2017 Revised edition) 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 (Noviana, 2018). 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 research conducted is about content analysis to the latest version of the English Textbook “When English Rings A Bell” for Grade VII (2017 Revised Edition). Mostly, the previous research merely investigate the relevant material in the textbook to the 2013 curriculum. Therefore, this research was conducted not merely to investigate the relevant material in the textbook to the 2013 curriculum, but also investigate the quality of the material in pursuance of Tomlinson’s theory of material evaluation. This theory been chosen because it 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 “When English Rings A Bell” for Grade VII (2017 Revised Edition) was relevant based on the core and basic competence of 2013 Curriculum and Tomlinson’s theory of material evaluation.

This research is feasible because this research does not only examine the textbook “When English Rings a Bell” for grade VII (2017 Revised Edition) from only one perspective. However, this research investigates relevant material in textbooks for the 2013 curriculum and the quality of the material evaluation theory. This study needs to be done to provide a better understanding of which textbooks are good and quality as reference in the teaching and learning process, and are relevant to the 2013 curriculum.

According to the statement stated above, the writer decided to make this study which was aimed to analyze the English Textbook entitled “When English Rings a Bell” for grade VII (2017 Revised Edition) based on the core and basic competence of 2013 curriculum and Tomlinson’s theory of material evaluation.

1.2 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” (2017 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” (2017 Revised Edition) with the cognitive and psychomotor domains of 2013 Curriculum?
- 2.) How is the relevance of the materials in English Textbook “When English Rings A Bell” (2017 Revised Edition) with the Tomlinson’s theory of material evaluation?

1.3 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” (2017 Revised Edition) with the cognitive and psychomotor domains of 2013 Curriculum.
- 2.) To investigate the relevance of the materials in English Textbook “When English Rings A Bell” (2017 Revised Edition) with the Tomlinson’s theory of material evaluation.

1.4 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” (2017 Revised Edition) for grade VII 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 this study may obtain meaningful information for teachers and students. They can get information about whether the English Textbook is relevant with the 2013 Curriculum and relevant with material evaluation by Tomlinson’s theory or not. 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.

1.5 Scope and limitation of the study

The subject to be analyzed is the English textbook “When English Rings A Bell” (2017 Revised Edition) for grade VII which published by the Ministry of Education and Culture of Indonesia based on 2013 Curriculum. The textbook itself is used as the main English textbook for seventh grade of Junior High School. The writer focuses on the cognitive and psychomotor domains of 2013 Curriculum and the criteria of the good textbook based on Tomlinson’s theory of material evaluation.

1.6 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. Relevance means the degree to which something is related or useful to what is happening or being talked about (Cambridge Dictionary). In this study, the writer will find how relevant the materials of English Textbook “When English Rings a Bell” for grade VII (2017 Revised Edition) based on the core and basic competences of 2013 Curriculum and the criteria of the good textbook based on Tomlinson’s theory of material evaluation.
- b. 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).
- c. 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).
- d. English Textbook “When English Rings a Bell” for grade VII (2017 Revised Edition), 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.
- e. 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.