

# **CHAPTER I**

## **INTRODUCTION**

The first chapter presents the background of the study, the formulation of research problems, objectives of the study, significance of the research, scope of the study, and definition of key terms.

### **A. Background of the Research**

Nowadays foreign language is expanding very rapidly from the real life. We can find many things offered by foreign language including English. For examples: electronic media, online news, brochures, instruction, caution, notice and even snack' wraps also use English language. Thus, we can study English contextually.

Moreover, to comprehend the language, education has the important role. According to Santosa, et.al (2014), English education might give opportunities to the students in achieving the competence in English maximally. For example, the students can show their experiences, opinions, and feelings, having cross culture understanding and can communicate using simple conversation or simple writing. In Indonesia, actually English is learned start from the kindergarten, elementary school, junior high school until senior high school level. It is supported by globalization era, which demands everybody to learn English.

Studying English certainly cannot be separated from a learning process. To support the process of learning, it requires the readiness from the students, teacher and the institution or schools. Learning process is the base of education that involves teacher and student as participant. Moreover, teachers have a vital

role in the classroom environment. According to Naim (2009:28-32) the role of teacher in teaching- learning process is as demonstrator, classroom manager, mediator and facilitator, evaluator, also administrator. To optimize teaching learning process, the teachers have to make the process of teaching and learning to be more effective. The teacher can use some methods, instructional material, media and other that appropriate with the curriculum. Textbook as instructional material in teaching is very important in curriculum system. Without textbook, teaching learning process will be not well organized. Teacher can teach the material well if there is an appropriate textbook guiding the teaching learning process. An English textbook has an essential role in English as a Foreign Language (EFL) classroom. Harmer cited in Rynanta and Ruslan (2013) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with.

Furthermore, our educational system had implemented different curricula to improve learners' proficiency level in facing global world. According to Sahiruddin (2013) there some previous curricula, which had been launched by Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) and implemented in Indonesian's ELT. Some of the current applied curriculums were Competency-based Curriculum (*Kurikulum Berbasis Kompetensi/KBK*), School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and 2013 Curriculum (*Kurikulum 2013*). Now, the applicable curriculum is *2013 Curriculum*. In addition, the implementation of new curriculum changes the teachers' role from being the center informant to be

facilitator. It should demonstrate the concept of student-centered in classroom. This curriculum concern on three competences, that are religion, social, and knowledge. It is in-line with the core competence and basic competence of 2013 Curriculum. Based on Dwiyoogo (2014: 15-16), there are two factors which establish the application of Curriculum 2013. First, the appropriateness of the educators' and teachers' competence (*Pendidik dan Tenaga Kependidikan (PTK)*) with the curriculum and textbook. Second, the supporting factor which consist of three component; (i) availability of the textbook as teaching material and learning source which can integrate the standard of establishing the curriculum; (ii) reinforcement from the government in developing and supervising; and (iii) reinforcement of management and culture of the school.

In Indonesian's educational system, along with the changing of curriculum, consequently English textbooks must be developed, adapted, or revised based on the prevailing curriculum. Textbooks were considered as the main components of the curriculum. The Ministry of Education and Culture prepared the English textbook for senior high school students' through the implementation of 2013 Curriculum. The textbooks are "*Bahasa Inggris X*" for tenth graders, "*Stop Bullying Now*" for eleventh graders, and "*Bahasa Inggris XII*" for twelfth graders. These books are distributed for free to all schools in Indonesia that have applied 2013 Curriculum and available in the website of Ministry of Education and Culture free download. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015), automatically most of senior high schools in Indonesia can use this

book. According to Hayes (2007:33) even textbooks are being developed ready for use in the classroom, the teachers need to think about how they are to be used. Fullan (as cited in Hayes 2007: 34) stated that: “Educational change depends on what teachers do and think – it’s as simple and complex as that.” It means that it is needed to conduct the evaluation on the student’s textbook based on 2013 Curriculum to support the teaching learning process.

The previous study was done by Kinasih (2014) entitled *A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X* has the result that both of the textbooks fulfilled the criteria of good textbook based on *Pusat Kurikulum dan Perbukuan (Puskurbuk)* criteria.

Unfortunately, until now that has not been much research that discussed the quality of English textbook for tenth graders “*Bahasa Inggris Kelas X*”. So that, based on the explanation above this research is intended to analyze the content suitability of “*Bahasa Inggris Kelas X*” semester 1 textbook published by *Pusat Kurikulum dan Perbukuan*, based on the criteria of EFL evaluation supposed by Cunningsworth (1995). As stated by Semitha (2013) that some criteria for textbook evaluation has their own strength and weaknesses. He has evaluated some criteria from experts; Skierso (1991), Cunningsworth (1995), Byrd and Murcia (2001), Brown (2007) and Harmer (2007). Then, textbook evaluation criteria proposed by Cunningsworth is the most appropriate among others, it has complete and detail criteria, and it has elaboration of each aspect

from the others experts in criteria. Moreover, it is more accurate to analyze and evaluate textbook. So, the textbook was analyzed by using criteria from Cunningsworth (1995). The criteria of evaluation are in term of: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology, 7) Teachers' books, and 8) Practical considerations. The result of the evaluation is to discover how far the English textbooks had met the criteria of good textbooks. It is hopefully that it could provide the teachers information about the aspects of the book that have been met the criteria of good EFL textbook based on criteria stated by Cunningsworth (1995). Moreover, it could help them to select which parts of the book can be adopted and could give information that is needed improvement. It is also needed in considering the supporting teaching material.

## **B. Formulation of the Problem**

Based on the background of study above, the formulation of the research problem as follows:

The major research question:

“What kinds of evaluation criteria by Cunningsworth are fulfilled by “*Bahasa Inggris Kelas X*” textbook published by *Pusat Kurikulum dan Perbukuan*?”

The minor research questions are:

1. To what extent does the English textbook “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of aims and approaches?

2. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of design and organization?
3. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of language content?
4. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of skill?
5. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of topic?
6. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of methodology?
7. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of teacher’s book?
8. To what extent does the English Book “*Bahasa Inggris Kelas X*” meet requirement of good EFL textbook criteria in term of practical consideration?

### **C. Objectives of the Research**

According to the research problem above, the major purpose of the study is: “To identify the criteria of evaluation by Cunningsworth which are fulfilled by “*Bahasa Inggris Kelas X*” textbook published by *Pusat Kurikulum dan Perbukuan.*”

The minor purposes of the study are:

1. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of aims and approaches.
2. Analyzing to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL text book criteria in term of design and organization
3. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of language content.
4. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of language skill.
5. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of topic.
6. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of methodology.
7. Investigating to what extent the English Book "*Bahasa Inggris Kelas X*" meets requirement of good EFL textbook criteria in term of teacher's book.

8. Investigating to what extent the English Book “*Bahasa Inggris Kelas X*” meets requirement of good EFL textbook criteria in term of practical consideration.

#### **D. Significance of the Research**

1. The English teacher

The researcher hopes that the result of this study can be useful for the teacher as one of the consideration in choosing teaching material both textbook and supporting material.

2. Book Writer

Textbook has important role as the learning source in the class. Hence, the qualified textbook has the impact for the quality of learning. This research gives suggestion for book writer to create the qualified textbook.

3. The next Researcher

The findings result of this research may help them in having study related with this topic. It is hopefully can become the useful information and references for the next researcher who wants to conduct the similar research.

#### **E. Scope and Limitation of the Study**

This study is about the analysis of “*Bahasa Inggris Kelas X*” textbook published by *Pusat Kurikulum dan Perbukuan*. The focus of this study is English textbook for tenth grader of Senior High School entitled “*Bahasa Inggris Kelas X*” semester 1 textbook published by *Pusat Kurikulum dan Perbukuan* in 2014. It



will concern on the standard of good EFL textbook based on EFL textbook evaluation criteria by Cunningsworth (1995).

## **F. Definition of Key Terms**

### **1. Content Analysis**

Content analysis is the technique used to make the summarization and reporting through message of characteristics objectively and systematically. It is used for observing and analyzing the written data.

### **2. English Textbook**

English textbook is one of the materials which is most frequently used in teaching and learning process. It is a book containing information of the learning. It is the sources from basic information needed by student. Textbook used by the tenth grader to support their learning process is “*Bahasa Inggris Kelas X*” published by *Pusat Kurikulum and Perbukuan Kemendikbud*. Besides, one of the basic functions of textbook is to give the existed knowledge available with the *2013 Curriculum*.

### **3. Textbook Evaluation Criteria**

A textbook evaluation criterion is as the parameter of good textbook based on certain requirement. Textbook evaluation criteria supposed by Cunningsworth (1995) consists of criteria aims and approaches, design and organization, language content, skill, topic, methodology, teacher’s book and practical consideration.