

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation, and definition of key terms.

A. Background of The Research

Teaching and learning English has an important role in developing student's skills in English. Before people expert in English, they learnt English successfully. Teaching and learning English can be successfully because of many factors such as the teacher, the method and strategies, the class, the students and the material. In Indonesia English is used as Foreign Language, so students in Indonesia learn English as Foreign Language, for example in Senior High School. The teacher and the English book are prepared for EFL also.

In order to understand English well, students are helped by the teacher. One of teacher's duties is developing curriculum and designing syllabus. Teachers as lesson planners are expected to design their own materials as effective and creative as possible. But if teachers are not able to create their own material, he should be able to choose and determine the material in accordance with a standardized criterion and suitable with the curriculum.

Textbook, is one of many materials which is most frequently used in teaching learning process. An English textbook is designed based on the curriculum that is used in that area. In Developing or writing an English textbook, the developer or the writer must bring into line of the curriculum.

In Indonesia, the educational system had implemented different curricula to improve learners' proficiency. According to Sahiruddin (2013) there are 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 them are Competency-based Curriculum (*Kurikulum Berbasis Kompetensi/KBK*), School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and 2013 Curriculum (*Kurikulum 2013*). Nowadays, the applicable curriculum is *2013 Curriculum*. This curriculum is prepared to make generation ready in the future. The aims is to encourage students be able to make observations, asking questions, reasoning, and communicating (present) what they learn or they know after receiving materials.

2013 curriculum concern on three competences, that are religion, social, and knowledge. It is in-line with the core competence (KI) and basic competence (KD) of 2013 Curriculum. Based on Dwiyo (2014: 15-16), there are two factors which establish the application of Curriculum 2013. First, there is the appropriateness of the educators' and teachers' competence (*Pendidik dan Tenaga Kependidikan*) 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.

However, during the implementation of 2013 curriculum, it has been revised till 2017. Today, the 2013 curriculum which used is 2013 curriculum 2017 revision, even though the revision of 2013 in 2017 is not too much. The focus of 2013 curriculum revision is to increase the correlation or the connection between the core competence (KI) and the basic competence (KD).

Briefly, the revision of 2013 curriculum in 2017 is integrating improving character education (*Penguatan Pendidikan Karakter*) in teaching and learning process. The characters that improved are: religious, nationalism, independence, cooperation, and integrity. Integrate literacy; 4C skills (Creative, Critical thinking, Communicative, and Collaborative); and integrate HOTS (Higher Order Thinking Skill).

By seeing the goal and the objectives of 2013 curriculum, the government especially Ministry of Education and Culture prepared the English textbook for senior high school students' through the implementation of 2013 Curriculum and the teacher have to facilitate the students to achieve the objectives by the textbook. In addition, by this textbook students can get the objectives of 2013 curriculum and the teacher becomes the bridge. In order to know the achievement of the student, they are evaluated; therefore the book must provide exercises for the evaluation based on 2013 curriculum. The textbooks which provided by the government are "*Bahasa Inggris X*" for tenth graders, "*Bahasa Inggris XI*" 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.

Not only the government, but there are many publishers published English textbook based on 2013 curriculum. Based on Richards (2001: 254) commercial textbooks together with ancillaries such as workbooks, cassettes, and teacher's guides are perhaps the commonest form of teaching materials in language teaching. But the use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. For example without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed. In other hand, textbooks sometimes presents inauthentic language because texts, dialogues, and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

However, nowadays there is a problem appear since the 2013 curriculum revised. The problem is the textbooks that created based on 2013 before revision are still suitable with the 2013 curriculum 2017 revision or not. If the textbook is still suitable with the 2013 curriculum revision, it still can be used in teaching and learning English now. But if the textbook is not suitable with the 2013 curriculum revision, the teacher may provide new material that suitable with the curriculum or revise and combine the appropriate materials.

In addition, a textbook can be categorized as a good textbook if criteria of textbook are fulfilled. There are some criteria for textbook evaluation such as

Skierso (1991), Cunningsworth (1995), Byrd and Murcia (2001), Brown (2007), Harmer (2007), and Ali Jahangard (2007). All of them have their own strength and weaknesses. But all of those textbook evaluation criteria have been used by many researcher in order to evaluate the certain textbook.

Here, the researcher has two previous studies. The first previous study is a study that analyze the content suitability of English Textbook for Tenth Grader that was done by Anisa (2016) entitled “ *A Content Analysis of English Textbook for Tent Grader “Bahasa Inggris X” published by Pusat Kurikulum Perbukuan* “ has the result that the book fulfilled the criteria of good textbook based on Cunningsworth EFL Textbook Criteria. Here the researcher on the previous study use Cunningsworth EFL Textbook Criteria because 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.

The second, there is previous study which also analyze a textbook. The title is “*The Content Analysis Of English Textbook Used By First Grader Of Senior High School Level “Look Ahead” Published By Erlangga*” that was done by Yuanovita Prihatianti Fitria (2011). This research analyze whether “Look Ahead” textbook for senior high school is considered relevant to the EFL textbook evaluation criteria or not. This research also expected to find out what criteria fulfilled by English textbook “Look Ahead”. The evaluation criteria used in this research is based on the criteria from Jahangard (in The Asian EFL Journal, 2007).

Beforehand, the researcher observed some of Senior High Schools in Tulungagung and found that not every school used the textbook from Ministry of Education and Culture. One of them is SMKN (Vocational School) 3 BOYOLANGU especially in the first semester of Eleventh Grade. They use “English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum” by Dra. Yiyis Krisnani, M. Hum published by LP2IP Yogyakarta as their textbook.

From the researcher’s previous observation and from the previous studies above, the researcher was inspired to analyze book “English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta because until now that not has been much research that discussed the quality of textbook for Eleventh Grader. The researcher want to know it is suitable with 2013 curriculum 2017 revision or not because this book was created based on 2013 curriculum before revision and now. Meanwhile, the curriculum which is used today is 2013 curriculum 2017 revision.

In this research, the researcher compares the textbook with the English syllabus 2013 curriculum especially 2017 revision for the first semester of eleventh grade in order to know the quality and the content of “English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta suitable with the syllabus or not.

In order to evaluate the quality of the textbook, the researcher uses the textbook evaluation criteria from Ali Jahangard (2007) and supported by some criteria from Cunningsworth (1995). The researcher chooses both of them because

textbook evaluation criteria proposed by Ali Jahangard (2007) is complex because he was selected 13 features which were common to most of checklist to do evaluation from 10 checklist proposed by different authors such as Chastain (1971), Tucker (1975), Cowles (1976), Doud and Murcia (1979), Candlin and Breen (1979), Rivers (1981), Williams (1983), Sheldon (1988), Skierso (1991), and Ur (1996). In the otherhand the textbook evaluation criteria from Cunningsworth has detail criteria, it has elaboration of each aspect. Moreover, J.C. Richard in their book suggests the reader to evaluate course book based on Cunningsworth criteria. (Richards, 2001: 258).

According to the previous studies above, this study has difference in term of the used of textbook evaluation criteria. All of the previous study use only one textbook evaluation criteria. The first previous study uses textbook evaluation criteria from Cunningsworth (1995) and the second one uses textbook evaluation criteria from Ali Jahangard (2007). Meanwhile, in this study the researcher combines textbook evaluation criteria both of them.

The researcher chooses all of the criteria stated by Ali Jahangard (2007) such as: a) objectives are explicitly laid out in an introduction, and implemented in the material, b) having good vocabulary, explanation, and practice, c) approaches are educationally and socially acceptable to target community, d) having periodic review and test sections, e) clear attractive layout, print easy to read, f) appropriate visual materials available, g) having interesting topics and tasks, h) clear instructions, i) content clearly organized and graded, j) plenty of authentic language, k) good grammar, presentation and practice, l) fluency

practiced in all four skills, and m) encourage learners to develop own learning strategies and to become independent in their learning. In order to strengthen them the researcher chooses some criteria from Cunningsworth (1995) such as in term of Aims and approaches, Design and Organization, Language content, Methodology, and Topic.

Therefore, in the end of this research expected that the result of how the contents are constructed identified. So that by this research, ultimately expected teachers really know about the quality of the text book then be able to give proper treatment to the book itself. It means that teacher can adopt, adapt, and maybe delete the inappropriate material.

B. Statement of Research Problem

According to the background of the study above, the research problems can be formulated as follows:

1. Is the textbook “Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum published by LP2IP Yogyakarta” considered relevant to the English syllabus based on 2013 curriculum 2017 revision?
2. Are the EFL Textbook Criteria based on Jahangard (2007) supported by some criteria from Cunningsworth (1995) fulfilled by the textbook “English Learning Materials for SMK/MAK and SMA/MA XI A based on 2013 Curriculum” published by LP2IP Yogyakarta?

C. Objective of the Research

The objectives of the research are:

1. To identify whether English syllabus of 2013 curriculum 2017 revision fulfilled by the textbook “English Learning Materials for SMK/MAK and SMA/MA XI A 2013 Curriculum published by LP2IP Yogyakarta”.
2. To identify whether the EFL Textbook Criteria based on Jahangard (2007) which supported by some criteria from Cunningsworth (1995) are fulfilled by the textbook “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum”.

D. The Significance of the Research

The researcher viewed the benefits of this research that may be derived from the study. There are two kinds of benefit in the study; they are Theoretical advantages and Practical advantages.

The theoretical advantages have two kinds of benefit. First, the result of this study is useful for the writer in improving the quality of the textbook in the next edition. Second, it can be used as a reference for them who want to conduct a research on analyzing English textbook.

In addition, the practical advantage is for the reader especially teacher. The result of the study is expected to give some information and large knowledge about the textbook and be useful to select the appropriate textbook and adopt material which is based on 2013 curriculum 2017 revision.

E. Scope and Limitation

The materials and the exercises in the textbook “English Learning Materials for SMK/MAK and SMA/MA X A 2013 Curriculum published by LP2IP Yogyakarta are analyzed in this research. The textbook consist of 8 modules including: a) asking and giving suggestion, b) offering things or services, c) asking and giving opinion, d) expressing wish, e) invitation and the responses, f) personal letters, g) describing processes, and h) the passive voice.

In addition the researcher focuses on the English syllabus for the first semester of Eleventh Grader of Senior High School (SMA/SMK/MA) 2013 Curriculum 2017 revision and EFL textbook evaluation criteria by Jahangard (2007) supported by some criteria from Cunningsworth (1995).

F. Definition of Key Terms

There are three key terms that are frequently used in this study. They are defined as follow:

1. Content Analysis

According to Krippendorf (2004:3) “Content analysis entails a systematic reading of a body of texts, images, and symbolic matter, not necessary from an author’s or user’s perspective”. Content Analysis is a method to study about the content of communication. It is belong to method in qualitative research as Ary et.al (2006:29) stated that there are eight of the most widely used approaches in qualitative research one of them is content analysis. In addition

Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters films, tapes, diaries, themes, reports or the documents. (Ary et.al, 2006: 29).

In this research the researcher uses qualitative content analysis as the method to collect and analyze the data because the data collected from written material in the form of a textbook.

2. Text Book

Textbook is one of materials which are most which is most frequently used in teaching learning process. It helps the teachers in order to provide material for their students in which the materials have been constructed and developed based on syllabus. According to Richards (2001: 254) without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

The textbook that analyzed here is “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta. It consists of 8 chapters including: asking and giving suggestion, offering things or services, asking and giving opinion, expressing wish, invitations and the responses, personal letters, describing process, and the last is the passive voice.

3. Textbook Evaluation

Based on Hutchinson & Waters (1991:97), evaluation is basically matching process: matching needs to available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In the final analysis, any choice will be made on subjective grounds.

Furthermore, Cunningsworth (1995:14) states that the intention of evaluation activities is to adopt new course book. Another reason for evaluation is to identify particular strengths and weaknesses in course books already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.

In addition, Hutchinson & Waters (1991: 96) stated that the evaluation is needed to judge the fitness of something for a particular purpose. It can give in the light of resource available, which out of a number of possibilities can represent the best solution. There are no absolutely good or bad but only degrees of fitness for the required purpose.

Here the researcher conducts an analysis of a textbook “English Learning Material for SMK/MAK and SMA/MA XI A 2013 Curriculum” published by LP2IP Yogyakarta to evaluate it based on 2013 curriculum especially 2017 revision curriculum and textbook evaluation criteria from Jahangard (2007) which supported by some criteria from Cunningsworth (1995).