

CHAPTER I

INTRODUCTION

1.1 Background of the study

English has been one of the most taught foreign languages in Indonesian formal school. Its urgency had been justified by many programs and plans carried out by the national education department. Despite the banishment of international standardized school throughout the nation, English subject still remains intact as one of the national curriculum.

There are many factors influencing the successfulness of English learning process, one of them is learning aids. Learning aids can be classified in many forms. Heinich (2009) state that there are many forms of learning aids that can be easy to be used for learning activity; namely non-projected media (realia, model, graphical material, display), projected media (OHT, slide, opaque), video, computer based media (computer assisted instruction, computer managed instruction), and multimedia kit.

Although there are many kinds of learning aids which support learning activity, many schools still use large quantities of textbook and references. According to Ferris and Hedgcock (2009), textbooks are so pervasive in educational systems throughout the world. Indeed, textbooks provide the backbone for the courses many educators teach. The textbook has to fit with the current curriculum, school syllabus along with student's needs and also the aims and goals of teaching.

A textbook is one of the most important media for a teacher as well as a student. With the aid of textbook, the teacher plan to teach material systematically and efficiently as textbook provides aim and goal for each lesson. The teacher prepare and develop learning materials and class activities effectively. As for the student, the textbook can help them as a reference in learning so that they're able to do self-study outside the school session.

However, the teacher needs to be more selective in choosing the textbook. The teacher who using any kind of textbooks may bring bad effects such as the textbook is not appropriate for the condition of the teaching-learning process. The

teacher needs to choose the textbook selectively by consider some aspect in selecting the textbook. “Thus, the selection of textbooks necessitates the meticulous consideration of their weakness and strength; otherwise, the process of learning will bear inefficiency” (Shabani and Neja, 2013).

Nowadays, the government has arranged the 2013 Curriculum which is an operational curriculum which is formed and practiced by each school in Indonesia. The 2013 Curriculum was actually a revised version of Schoolbased curriculum.

2013 Curriculum is arranged and developed by seeing the potency students, the developing of era, and the students’ needs. The important thing is 2013 Curriculum offer some models of teach. Three models are suggested by the 2013 Curriculum, but not only three models, the government also gives special approach that is called scientific approach (Kemendikbud, 2016). The responsibility of the curriculum is only outline the content standard and competencies that must be achieved by learners, while its implementation of the curriculum and the syllabus were on the hand of the school management. The communication practices and interaction patterns in the English classrooms were expected to stimulate learners to be well mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities both spoken and written.

The 2013 Curriculum (The C13) was implemented for some rationales mentioned by Minister of Educations (2012). Those are current global challenges, required competencies, and current negative phenomena especially among young people and discouraging perceptions among Indonesians regarding education (Hamied, 2014). However, Karnodi (2014) in Hamied (2014) stated that the first implementation of C13 seemed to raise different reactions among teachers in Indonesia. Some with defiance, as many of them still argue that C13 is a type of curriculum developed in a top-down and centralistic fashion. Therefore, the researcher points that a textbook evaluation of C13 is in the urge to be conducted.

In conclusion, this present study is evaluating “When English Rings a Bell”, the English textbook used in eight grade of junior high school in Indonesia mainly concerning that material evaluation is very important today to determine to

what extent a material has worked and broader is to facilitate the whole process of curriculum development. Teacher as the person that use the textbook at school and also the person who implementing C13 should be has enough information about it. Then the teacher can give their feedback about this textbook in purpose to help the development of the textbook. When we talk about evaluating teaching material, or textbook, it means that we talk about textbook as a whole package. However, this present study limits the dimension of evaluation. The limitation of the evaluation will be explained in the next subtopic.

1.2 Research Question

To evaluate the task in the English textbook entitled ting “When English Rings a Bell” for grade VIII Junior High School using 2013 curriculum, research questions are raised as follows:

- a. To what extent does textbook meet the criteria according to the survey?
- b. What are the strengths and weaknesses of textbook according the survey?

1.3 Research Objectives

Based on the research questions above, the objectives of this research are:

- a. To find out to what extent the textbook meets the criteria and to find the strengths of textbook and weaknesses of textbook according the users.
- b. The researcher than can make any justification based on empirical data and the theory whether the textbook is suitable to be used as the main material, need additional material, is suitable as the additional material or needs to be revised. Then the researcher the can make suggestion to teachers who use this book, to material developers, and to future researchers related to textbook analysis.

1.4 Scope of the Research

The research focused on the material in “When English Rings a Bell” textbook and figure out if it reach the requirement specified in Base Competence or *KD (Kompetensi Dasar)* of curriculum 2013

1.1. Research Benefit

1.5.1. Theoretically

The finding of study may provide as the reference for next researches who want to make the same research or related research.

1.5.2. Practically

- a. For materials developers, this research evaluation is beneficial as reference in developing textbook to design better and more effective textbook. The material developer in this case the authority may refer to what has been discussed in this evaluation research.
- b. For teachers, this research evaluation will give detailed explanation on how the textbook meets the criteria. Consequently, teachers may respond towards the findings. The teachers can take any anticipated action to take a positive response to do in relation to the findings.
- c. For stakeholders, this may also as reference for who need English textbook as English teaching media resource. Furthermore, the findings as the reference and knowledge for author, who writes/creates English textbook and knowledge for writer who writes this research. The last, as contribution and knowledge for publisher of textbook entitled “When English Rings a Bell”.

1.5 Definition of Terms

a. Textbook

Textbook is a media as source of material in teaching learning, which is based on the curriculum used in current by single writer or a group of writer and used in schools. In this researcher, the object is a student textbook with title “When English Rings a Bell” for Grade VIII Junior High School.

b. Textbook Analysis

A research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used.

c. Content Analysis

A research technique to make inferences which can be followed by understanding contexts.

d. When English Rings a Bell

“When English Rings a Bell” for Grade VIII Junior High School. It is written by The ministry of education. The textbook consists of 13th chapters and 234 pages