

CHAPTER I

INTRODUCTION

A. Background of Study

English stands out as the most important of language for communication in this globalization era. People around the world link themselves by communicating in English language with some variations purposes and needs. Mastering English language seems to be a significant need for everyone. Since the English language in Indonesia is as a foreign language, there are a lot of ways being developed to help them to learn this language.

One of the ways is learning English language in schools or English courses. English teaching and learning in schools and English courses need to be precise and complete. In order to get a proper comprehension about the language in all aspects and be able to use the language, schools and English courses must be able to provide some educational setting for the learners or students to acquire this language. According to Masuhara, McDonough, & Shaw (2003) educational setting includes the role of English in school or the school curriculum, the teachers, management and administrator, and the available materials. The available materials come from textbook.

Textbook is a learning tool that used by the teacher and student. Both teacher and student get the advantages in using the textbook. McGrath (2002) asserts that textbooks can set the direction and content. Textbook also can propose ways in which the lesson is to be taught. The textbook can be a teacher's guidance to teach their student. Then, students need textbook as a media learning to acquire knowledge.

According to Garinger (2002), besides the textbook should meet the language objective, the textbook should meet the needs of the learners. Students and teachers both want visually stimulating material that is well organized and easy to follow. Thus, layout, design, and organization should be considered. The learners' cultural backgrounds, ages, interests, and purposes in acquiring the second language must also be considered.

The school or English courses has a right to determine the textbook for their institutional. Determining the suitable textbook for their student must

refer to those considerations. The language teaching process will face the problem, if the textbook cannot provide those elements for students. As a result, the development of language acquisition and language teaching process, which students must be acquired, will be minimum and not effective. Because of textbook is one of educational settings, the schools and English courses need to able to choose a suitable textbook for their students. In order to know how the textbook meet the learner's needs and easy to follow, the teacher has to evaluate the material in the textbook.

Teacher can evaluate the material before, while, or after the textbook is used (Tomlinson, 2003). This study uses while-use textbook evaluation. The evaluation looks for the strengths and weakness in the implementations process between teaching and learning language. Tomlinson stated that material evaluation involves measuring the value of a set of learning materials by making analysis about the effect of the material in the textbook on the teachers and learners (as cited in McDonough, Shaw & Masuhara, 2013, p. 50)

In order to evaluate the material, the teacher has to look up the principles of material development. The principles of material development define the acquisition of second language for the teaching of languages (Tomlinson, 2003). After teacher knows the principles of material development, teacher has to look up the criteria in evaluating materials. In criteria of evaluating materials, it describes the criteria of a good textbook throughout the textbook (McDonough, Shaw & Masuhara, 2013).

In selecting the textbook, the teacher has to know whether the textbook is in line with the curriculum that used by their institutional before. Therefore, in making a good learning process, the school or English course needs the curriculum too. Boschee, Glatthorn & Bruce (2006, p. 5) said that the purpose of the curriculum is for guiding learning in the schools.

Many schools in Indonesia use the curriculum as their standard in teaching their student. That curriculum is 2013 curriculum. The Ministry of Education and Culture implement the 2013 curriculum for the public schools in Indonesia. Since academic year 2014/2015, one series of locally English language textbook is used in Indonesian for the 8th grade of Junior High School; *When English Rings a Bell; 2014* by Ministry of Education and Culture published in 2014.

The previous research is about textbook evaluation which use 2013 curriculum has done by Septa Setia Maulida (2015). She evaluates while- use evaluation. She evaluates *When English Rings A Bell; 2014 Revised Edition* textbook. The participants in her study are two teachers and 70 students of 7th grade Junior High School in SMPN 75 Kebon Jeruk. She uses Jayakaran Mukundan et al (2011) evaluation checklist. The finding of the analysis shows that the textbook is in line with the curriculum and the syllabus. The textbook is suitable for the students in that school.

B. Statement of the Problem

The intention of this research is to analyze the content of English textbook for Junior High School. This research is intended to find out some research questions:

1. To what extent does the *When English Rings a Bell; 2014* textbook apply the fourteen principles of a good textbook proposed by Tomlinson?
2. Does the *When English Rings a Bell; 2014 English Rings a Bell; 2014* textbook fulfill the criteria of a good textbook proposed by McDonough, Shaw & Masuhara?
3. Is the *When English Rings a Bell; 2014* textbook in line with the three characteristics of 2013 curriculum?

C. Research Objectives

Therefore, in this research wants to find out:

1. whether textbook apply the fourteen principles of a good textbook proposed by Tomlinson (2003).
2. whether the criteria of a good textbook proposed by McDonough, Shaw & Masuhara (2013).
3. whether the textbook is in line with the three characteristics of 2013 curriculum.

D. Scope and Limitation

This research analyzes the content of English textbook for Junior High School. This research limits on evaluating one particular English textbook *When English Rings a Bell; 2014* for 8th grade used by SMP N 115 Jakarta and SMPN 255 Jakarta students.

The researcher uses two theories to analyze the data. First, this research uses the theory of fourteen principles of SLA (Second Language Acquisition) that are relevant to the development of materials for the teaching of languages proposed by Tomlinson (2003) about the principles in material. Second, it uses the theory of McDonough, Shaw & Masuhara (2013) is about the criteria of a good textbook. Besides that, the textbook will be analyzed in its accordance to the three characteristics of 2013 curriculum.

E. Research Methodology

1. Method

Maxwell (2013) defines descriptive as understanding the particular context within which the participants act, and the influence that this context on their action. Researchers are able to understand how events, action, and meaning are shaped by the unique circumstances in which occur. In addition, they also are able to describe a situation, phenomenon, problem or event (Kumar, 2011).

The method of this research is qualitative. According to Creswell (2012) qualitative research is exploring a problem and developing a detailed

understanding phenomenon, collecting data based on words from a small number of individuals the participants' views are obtained and analyzing the data for description and themes using text analysis and interpreting the longer meaning of the findings.

Descriptive qualitative is applied in this research by adapting two theories (Tomlinson and McDonough, Shaw & Masuhara) into Textbook Evaluation Form. Then, it is spread to five teachers as participants of this research, the five teachers fulfill the Textbook Evaluation Form by giving a tick in yes/no column. Furthermore, the researcher conducts an interview to five teachers in order to get deeper explanation based on Textbook Evaluation Form. After the data are adequate, the researcher analyzes it in detailed.

2. Data Source

The textbook selected for evaluation is *When English Rings a Bell; 2014*. This series is for the 8th grade of Junior High School in academic year 2014/2015. *When English Rings a Bell; 2014* has been under observation of Ministry of Education and Culture. *Siti Wachidah and Asep Gunawan* are the coordinator manuscript. The reviewers of this textbook are *Emi Emilia and Raden Safrina*. This Textbook was published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud 2014.

3. Data Collection

a. Textbook Evaluation Form

The Textbook Evaluation Form consists of thirty three closed-ended items and six open-ended items. The close-ended items were written with the aim to survey and to seek information from the teachers as textbook users about the following sections of the textbook: organizational foundation of the textbook ‘as stated explicitly by the author/publisher’ through the cover, introduction, and the table of contents statements, how far the materials in question match up to what author claims as well as to the aims and objectives of a given teaching program.

The items of the Textbook Evaluation Form are in form of yes or no answer by putting a tick or checklist. In this study, the researcher uses evaluation textbook checklist. McGrath (2002, p. 26—27) states the advantages from checklist method are systematic, cost effective, the information is recorded in a convenient format, and explicit because it provided categories are well understood by all involved in the evaluation.

The open-ended item is intended to elicit the teachers’ opinion about the textbook. There are five teachers that involved in this study. One 8th grade English teacher comes from SMPN 115 Jakarta and four 8th grade English teachers come from SMPN 255 Jakarta. Those five

teachers are adequate representing their opinion about this English textbook.

b. Interview

Beside the Textbook Evaluation Form, the researcher also collects the data from semi-structured interview. The researcher conducts this in order to investigate the users' opinion about the textbook when they use it in teaching-learning process. The interviewees are one 8th grade English teacher at SMPN 115 Jakarta and four 8th grade English teachers at SMPN 255 Jakarta. The interview questions for the teachers are adapted from McDonough & Shaw's evaluation criteria the fourteen principles of SLA and the three characteristics of 2013 curriculum.

4. Data Analysis

After the data collected, they are analyzed based on two theories and the three characteristics of 2013 curriculum. The first is the principles of material development's theory by Tomlinson (2003). It defines the acquisition of second language for the teaching of languages. The second theory comes from McDonough, Shaw & Shaw (2013). They explicate the criteria in evaluating materials.

F. The Organization of Writing

This thesis is divided into four chapters. Chapter one is the introduction that gives the information about the study in general such as background of the study, statement of the problem, research methodology, scope and limitation, and organization of writing. Chapter two presents theoretical framework which explained the theories that support the researcher's opinion in detail. Chapter three discusses about the analysis of the textbook that consists of teacher's evaluation in *When English Rings A Bell; 2014* by using Textbook Evaluation Form which adapted from the fourteen principles of SLA (Second Language Acquisition) and the criteria of analyzing textbook, the textbook evaluation form and interview's report about the harmony between the textbook and 2013 curriculum from the teachers as the users of the textbook. The last, conclusion of the data is done in the chapter four.