

CHAPTER I

INTRODUCTION

1.1 Background of Research

Indonesia is the largest archipelagic country in the world and that makes Indonesia as the largest maritime country in the world. The Embassy of Indonesia (2015) states that Indonesia has a total of 17.508 islands, among which 6.000 are inhabited. Based on the fact, Indonesian society should maximize the utilization of natural resources especially, in the maritime field. Mahan (1980) said that sea power is the most important element for the progress and the glory of a country, which if the marine forces are empowered, it will increase the welfare and security of a country.

It is important for Indonesia to utilize natural resources in maritime field. If Indonesian maritime resources are utilized to the fullest, the result can be used to increase the value of the Indonesian economy. Ansyari (2017) said that during Presiden Jokowi reign, Nawacita was issued, wherein on the first point the Nawacita is stated that Indonesian nation must strengthen itself as a maritime country. Therefore, adequate education is needed to be able to produce human

resources that can make good use of natural resources in the maritime field. Fitra (2016) stated that Presiden Jokowi said that the potential of marine economy in Indonesia could reach US \$ 1.2 trillion and be able to absorb 40 million workers.

The government realized that to manage the Indonesian seas they will need many professional workers. Maritime vocational school is provided by the government as a facility for Indonesian students to learn about maritime affairs in order to manage the Indonesian sea and become a professional. Basically, the field of maritime expertise includes two main things, namely fisheries and shipping but besides learning about the maritime field, English lessons are also needed to be able to establish the communication with foreign companies or countries or even to collaborate with international institutions.

In learning English for students in maritime vocational school, good textbooks are needed to get enough learning to meet their needs. The textbook used must be in accordance with the needs of the students. Besides English are used for communication, the students also need to learn about ship knowledge such as the phrases that are used in the maritime field, the use of number for timing and navigating, emergencies condition, and etc.

To support good English language learning facilities needed, one of which is a textbook. In educational system, textbook plays an important role in the national education system since it reflects the change in Indonesian curriculum system. Once a new curriculum is implemented, a number of textbooks are published. The government then published a list of textbook which is considered appropriate to be used in teaching learning process. A textbook must be acceptable quality, useful, and appropriate for the context and people with whom

they are being used if a teacher is going to use it in language teaching (Tok, 2010).

The textbook used by maritime vocational students in the first year is *Buku Teks Bahan Ajar Siswa Bahasa Inggris Maritim dan Perikanan Kelas X* which published by Minister of Education. The textbook was published in 2013. The textbook has special purposes, one of them is that each student can have a general theory of English basic skills as an introduction to learning English for the certain field, which are Maritime and Shipping. Students are expected to be able to use English as an effective communication tool and simple daily conversation.

Considering the purpose of the textbook, textbook evaluation is considered as an important thing to be conducted. Evaluation is needed to check whether the books fulfill the criteria of a good textbook or not. In addition, it is also aimed at judging the effectiveness of the textbooks. It is also beneficial for finding out the aspects requiring some improvements.

The result of this evaluation is expected to provide some recommendations to teachers in relation to the action, which they need to do with their textbook. The need to evaluate materials retrospectively takes on special importance to know which materials are suitable and not for maritime vocational students. The choice of language teaching materials can determine the quality of learning-teaching procedure (Mukundan, Nimehchisalem, and Hajimohammadi, 2011).

The previous research about the development of Vocational Marine School has been done by Prima, Hazmi, and Aristya (2016). They analyzed the factor of impended the development of marine vocational schools in Indonesia and possible solutions for the impediments. The finding of the analysis shows that the factors

that impede the development of marine vocational schools are related to the curriculum design which is one of the data use 100 % curriculum from the government and another data modify the curriculum with the standard of industrial sector demand, and capital investment. Emphasizing technical skills in curriculum design, improving capital investment of the public sector, and maintaining the partnership with state-owned enterprise in maritime sectors are the things that are needed to be considered in building maritime vocational school.

Another previous research is about textbook evaluation which implements curriculum 2013 has done by Rokhimah (2016). She evaluates the student's English Electronic Textbook (BSE) entitled Bahasa Inggris for eleven grade used in Vocational High School in Indonesia. She used the checklist as an evaluation tool based on Miekley (2005). The checklist emphasizes the content, vocabulary and grammar, exercises and activities, and attractiveness of text and physical make-up. Based on the checklist, the textbook is suitable to assist the curriculum and to be used by teacher and students in the teaching learning activity.

Based on the previous researchs, the curriculum should be relevant to the need of the company in the maritime field. Another previous research focuses on the English Electronic Textbook that is used for second grade for vocational school in general and the textbook that they used has already relevant with the curriculum. This study will focus on the English Textbook especially for maritime vocational students in the first grade. The students in the first grade come from different backgrounds therefore they need the basic knowledge of English in the maritime field.

1.2 Statement of Problem

This study is intended to find out how does *Buku Teks Bahan Ajar Siswa Bahasa Inggris Maritim dan Perikanan Kelas X* fulfill the criteria of a good textbook based on Mukundan's theory.

1.3 Objectives

This study wants to investigate whether the textbook meet the criteria of a good textbook or not proposed by Mukundan.

1.4 Scope and Limitation

This study focuses on the appropriateness of the analysis of *Buku Teks Bahan Ajar Siswa Bahasa Inggris Maritim dan Perikanan Kelas X* and the fulfillment towards criteria of good textbook based on Mukundan's theory. The checklist instrument by Mukundan is used to analyze the data.

1.5 Research Methodology

1.5.1 Method

One of the ways to develop evaluation checklists is through a qualitative method. The method allows the developer to gain a deep understanding of the construct under investigation.

1.5.2 Data Source

The data resource for this study will use the textbook for the first grade of Maritime Vocational School which is *Buku Teks Bahan Ajar Siswa Bahasa*

Inggris Maritim dan Perikanan Kelas X. The textbook was published in 2013 by *Direktorat Pembinaan Sekolah Menengah Kejuruan, Kementerian Pendidikan dan Budaya Republik Indonesia*.

1.5.3 Data Collection

English textbook and the checklist are needed in the attempt of collecting data for the study. English textbook will be downloaded from the link on the internet which was published by The Ministry of Education. The textbook will be read in purpose to check whether the textbook matches the checklist or not. The checklist will be completed by five English teachers from Maritime Vocational School and the teachers will have an interview after filling the criteria that they have chosen.

1.5.4 Data Analysis

The checklist from Mukudan with the latest revision (2012) will act as a tool to guide the researcher to find the appropriateness of the content of teaching materials within the textbook (see appendix 3 p. 79). The first criteria to be analyzed is about general attributes that concerns about the relation between the syllabus and the textbook, the methodology, the physical and utilitarian and efficient outlay of supplementary materials. The second criteria is about learning-teaching content that concerns about the general of the textbook, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercise.

1.6 Organization of Writing

This study will consist of four chapters. The first chapter consists of the background of the study, statement of the problem, research objective, scope and limitations, and research methodology. The second chapter consists of the theories that support the research and a method of material analysis to a textbook that will be used as a research tool in this thesis. The third chapter will be the analysis of the data analyzed using the theory from Mukundan with the new revised. The fourth chapter consists of the results of the study that can be outlined into a conclusion.