

CHAPTER I

INTRODUCTION

1.1 Background of Research

In the teaching and learning process textbooks are produced to meet the needs of educators, usually at educational institutions. Yulianti (2011) said a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution. It helps teachers and students as source of material and teaching tools for the study of a particular subject.

In language teaching and learning, textbook plays an important role. Mahmood (2011) said that it helps in designing the assessment and evaluation system for the students, shaping the process of classroom teaching and learning. It represents a useful resource for both teachers as the

course designers and learners as the persons who obtained the English language.

It shows that textbook affect the learning process of student in the school. Students' needs textbook that are appropriate for them are things the teachers must pay attention to, especially an English textbook as a Foreign Language (EFL), because of the perfect book is not exist (Cunningsworth, 1995). It means that the possibility deficiencies in the textbook certainly happen. Therefore, there must be an evaluation of the textbook to find out whether the book appropriate or inappropriate for the student.

Textbook evaluation is the process of selecting books that will be implemented and discovered whether the book is effective or not to be used (Cunningsworth, 1995). In short, it will match the book that teacher needs with existing solutions.

McDonough and Shaw (2003) said that propose textbook analysis and evaluation is a practical and useful process because it gives teachers conception into the organizational principles of the materials and helps them to maintain the improvement in the field. In addition, judging the quality of the book is appropriate or not used for teaching and other beneficial the teacher can see the weaknesses and transcendence of what is in the textbook.

In evaluating the textbook, the teacher has to look up the criteria. There are several criteria that can be used based on experts of EFL textbook evaluating. One of them is checklist, based on reliable instrument evaluation with checklist are objective and valid. Mukundan et al (2012) stated that there are two sections in the checklist criteria. The first section is general attributes and the second section learning teaching content.

The criteria must be in accordance with the teaching and learning situation required by students and teachers (Byrd 2001). However, there are existence of various criteria prove that many researchers in different parts of the world develop various checklist for various teaching and learning situations and special purposes. This makes specific differences not problematic cases that need to be debated because over the years the relative importance of various criteria of the textbook will change, along with the interpretation given to the scores given in each category (Sheldon, 1988).

In the evaluation material criteria, the teacher can match important points that must be considered in the textbook, especially the curriculum used in the book whether in accordance with the curriculum set by the government or not. Boschee, Glatthorn & Bruce (2006, p. 5) said that the purpose of the curriculum is for guiding learning in the schools.

In Indonesia curriculum of the Ministry of Education and Culture is an English-language arrangement is one of the lessons that will be used as the main lesson for elementary school students (Ramli, 2019). The curriculum used is the 2013 curriculum. One series of locally English language textbooks used in Indonesia for the 4th grade of Elementary School; Effective English; 2016 by Ministry of Education and Culture published in 2016.

The previous research is categorized as documentary analysis research entitled “English In Mind Starter (student’s book)” has done by Reinildis (2015). She used evaluation rating scale. A rating scale is a method that requires the rater to assign a value, sometimes numeric to rated object as a measurement of some rated attribute (Andrich, 1978). The result showed

the textbook was categorized as good in fulfilling the requirements of good EFL textbook.

Another research is an evaluation of English textbook for the first grade of maritime vocational school entitled "*Buku Teks Bahan Ajar Siswa Bahasa Inggris Maritim dan Perikanan Kelas X*" has done by Shafa (2019). The purpose of the research is investigating whether the textbook meets the criteria of a good textbook or not. The researcher used qualitative to analyze the data. The result showed that the book does not apply of a good textbook based on Makundan's criteria.

1.2 Statement of Problem

This study is intended to find out how the textbook "Effective English for the 4th grade of Elementary School" fulfills the criteria of a good textbook based on Makundan's theory.

1.3 Research Objectives

This study aims to evaluate the textbook and find out its weaknesses and transcendence toward the criteria of good textbook based on Mukundan's checklist.

1.4 Scope and Limitation

This study concentrates on the analysis of the textbook "Effective English for the 4th grade of Elementary School" compatibility with criteria of good textbook based on Makundan's theory. The checklist instrument

by Makundan is used to analyze the data.

1.5 Research Methodology

1.5.1 Methodology

in this study, the researcher uses evaluation checklist and interview for getting the data and described through qualitative methods.

1.5.2 Data Source

The main source of data in this study is the content of English textbook entitled “Effective English for the 4th grade of Elementary School”. This textbook is published by Ministry of Education and Culture. This textbook is written by Eri Kurniawan.

1.5.3 Data collection

The data were collected from the content of textbook and from teachers’ school list. English textbook would be downloaded from the link on the internet which was published by the Ministry of Education. The checklist was used as the instrument to analyze the textbook. The textbook would be investigated whether the textbook matched the checklist or not. There were three teachers that involved in this study. First, 4th grade English teacher from 05 Tlajung Udik Bogor Elementary School. Second, 4th grade English teacher from Hambalang 03 Bogor Elementary School. Third, 4th grade English teacher from Sudimara 07 Tangerang Banten Elementary School. Those three teachers completed the checklist and some interviewed to represent their opinion about this English textbook.

1.5.4 Data analysis

This study follows the technique of analyzing data proposed by Mukundan et al (2012). It is stated that a content analysis has criteria in analyzing the data. The first criteria to be analyzed is about general attributes concerning 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 concerning the textbook, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercise.

1.6 Organization of Writing

This research will consist of four chapters. Chapter 1 consists of background of study, statement of problem, research objective, scope and limitations, and research methodology. Chapter 2 consists of the theories that support the research. Chapter 3 will be the analysis of the data which will be implemented in a class action research. Chapter 4 consists of the results of the research that can be outlined into a conclusion.