

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In teaching and learning process of English language, textbook play an important role in classroom. Immanuel (2010) states that textbooks are key component in most language program. English is usually learned by Indonesian learners only in the classroom. Consequently, English textbook become the only media for learners to learn English language in the classroom.

Most teachers often use textbook as a primary source book for ideas and instructional activities for teaching process. Garinger (2002) point out, “ a textbook have different purpose for the teacher: as a main sources, as a source of additional materials, as an idea for classroom activities, as curriculum itself.” Textbook not only beneficial for teachers in helping them to prepare the materials, and achieve the teaching aims and objectives, but also textbook helps learners to achieve their learning needs. O'Neill (1990) argues that materials should be suitable for learners' needs, so that the learner can well prepare before the lessons and the textbook should allow the changes.

The textbook become an essential partner for teachers to successfully in teaching and learning process. Sandra Tompson Issa (2007) state that to maximize the succesfully learning, learners need to know what their textbook is for and how to get the information from it. To achieve that , teacher needs some strategies. Firstly, teacher must introduce the textbook that choosed. Explain to the learners

why you choose this textbook, point out the strengthness of the textbook. The next step is letting the learners know how you will plan to use the textbook. Important to know whether you use the textbook entire, or only a portion of the book so that learners can be familiar with the textbook. The last step is the teacher must orient the learners to organization of the textbook. They should help the learners to understand organization of the textbook. To engage learners active in learning , teachers should give them a page of question about the book.

Based on statements above textbook is a book that serves as a guideline for teachers and learners in supporting teaching and learning process. Besides, Arnold (1999) said a textbook that can help the learners to understand the content, it should be related to the learners' needs and want. An inappropriate textbook could possibly make the class dull with uninteresting exercise. Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, school syllabus and learners' needs and also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and the ideal textbook as beneficial for both learners and teacher as possible.

Curriculum 2013 for senior high school in Indonesian began to be implemented from grade X until XII of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it take over the previous curriculum. The curriculum 2013 itself is different with the KTSP. The purposes of the study of the curriculum 2013 in the classroom are not only based on what the learners learned from the curriculum, but it also hopes to achieve certain values. The religious values and some characteristic. Teaching and

learning method also changed into learners-centered. Asking them to analyze and then produce it with what they have observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends are part of the changing method (Kemendikbud, Kurikulum 2013, Kompetensi Dasar SMA). In addition, the researcher will use instrument based on Badan Standar Nasional Pendidikan (BSNP) to check the comformity between the content and 2013 curriculum, and presentation.

Since textbook were considered as a media in learning English in classrom, English teachers' depence in Indonesia towards textbook was very dominant. They were lack of creativity or had some difficulties in creating their own learning materials. With the availability of various commercial textbooks to choose from, teachers were responsible for selecting good materials and needed to be able to make judgement about the textbooks. In other words, English teachers must be able to evaluate textbooks in order to find out if they were still worth using or need replacing.

The reason above, motivated the researcher to evaluate of English textbook used in Senior High School in Indonesia, particularly in Gresik. The researcher select a textbook entitled "Bahasa Inggris" for second grade of Senior High School published by Kemendikbud. The reason is based on researcher's experience background in teeching English at ¹¹th grade of Semen Gresik Senior High School. The aim of this research was to discover how far the English textbooks had met the criteria of good textbooks according to BSNP in particular and 2013 Curriculum in general.

1.2 Problem Statement

1. Do the English textbook meet the criteria of good textbook suggested by BSNP and were they relevant to 2013 Curriculum?
2. How are those criteria fulfilled by the textbook?

1.3 Objective of the Study

The objectives of this study are as follows :

1. To discover whether or not the English textbook analyzed met the criteria of a good textbook suggested by BSNP and whether they were relevant to 2013 Curriculum
2. To find out how those criteria were fulfilled or not by the textbook

1.4 Scope and Limitation

This scope of this research focus on the criteria of good textbook determine by BSNP covering the worthiness of content and presentation. Besides, the researcher also saw their relevance towards 2013 Curriculum. Therefore the limitation will be on English textbook in 11th grade of senior high school.

1.5 Significance of The Study

The result of this study was expected to give some theoretical and practical advantages :

- 1.5.1 Theoretically, this study hopefully provided beneficial and referential contributions in giving general knowledge of the way to evaluate English textbook.
- 1.5.2 Practically, the result of this study was beneficial :
 - a. For the researcher, the research could give a practice in developing their knowledge in evaluating English textbook.
 - b. For English teacher, the result of the study could provide helpful information in selecting and evaluating good textbooks.
 - c. For other researchers, the study could give general knowledge of how to evaluate English textbooks. The study also could be used as the reference for the next research.

1.6 Definition of Key Terms

To avoid misunderstanding between the researcher and the readers, it is important to give the definition of some key terms . They are :

- a. *Analysis* is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.
- b. *Textbook* is a book used to be the guideline for both teacher and students in teaching and learning process with consideration of a curriculum and textbook also need to fit with students needs in learning.

- c. *Curriculum* is a set of plan created to help teacher to keep track on what students needs to learn and what students have to learn by the end of the courses.
- d. *Curriculum 2013* is developed curriculum that have idea to provide all indicators in Basic Competence and Main Competence with religious value, believes, and social peace and relate all those values into every single lesson that will be taught