

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to school-based curriculum (KTSP), textbook, and textbook evaluation.

2.1 School-based Curriculum (KTSP)

Curriculum is a tool to achieve educational purpose, as well as guidance in the implementation of education. Needs and demands of society always changes as a result of advances in science and technology. Therefore, curriculum likened philosophy of the nation. How the life forms of education is determined by the curriculum. Educational curriculum that is used in education at least can produce an education or teaching expected. Brown (1995:19) defines that curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. This series of curriculum activities will provide a framework that helps teachers in teaching activities is most suitable in their professional judgment. A framework helps students to learns as effeciently and effectively.

School-based curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) is an operational education curriculum that is to design and implement at each educational institution. The KTSP is to design in order that every school can develop the teaching and learning procees according to the students' character and situation of school. Based on the Minister of National Education Regulation (Permendiknas) number 24 year 2006, there are a number of components covered in School-Based Curriculum (KTSP) such as:

the objectives of education institution, the structure and content of School-Based Curriculum (KTSP), and academic calendar.

Puskur (2008) explains that School-Based Curriculum development is a process in which all of the members of a school community plan, implement, and/ or evaluate an aspect or aspects of the curriculum offering of the school. This may involve adapting an existing curriculum, adopting it, or creating a new curriculum. SBC is a collaborative effort which should not be confused with the individual efforts of teachers or administrators operating outside the boundaries of a collaboratively accepted framework.

According to the Education National Standard Board (BSNP) number 23 year 2006, the standard of competence of graduate is the qualification of graduates which involves the aptitude, knowledge, and skills. School-based Curriculum development appropriate with condition of education components, potential, regions' characteristic, culture social society and students. The characteristics of School-Based Curriculum (KTSP) are: emphasizing the attainment of the students' competence individually and classically, orienting toward learning outcomes and diversity, accepting any other educative learning sources besides teachers, emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence, using special terms such as *Standar Kompetensi* (Standard Competence) and *Kompetensi Dasar* (Basic Competence).

2.2 Textbook

According to Wikipedia textbook is a manual of instruction in any branch of study. Textbooks are produced according to the demands of educational institutions. A textbook is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year. Meanwhile, according to Nunan (2003: 230) coursebooks are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.

Acklam (1994) in Nunan (2003) defines textbooks as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. Textbook is systematically and flexibly ways to shared materials in teaching and learning process. A textbook is only as good as the teacher who uses it. It is important to remember that a textbook is just a tool which very important tool in teaching learning process.

According to Anshary and Babaii (in Setiawati:2010) that a textbook is a framework which regulates and times the programs. A textbook provides ready-made teaching texts and learning tasks. Moreover, a textbook is the easiest and cheapest way of providing learning materials. Students who could not afford to borrow at the library to understand the materials. A textbook is

an essential element in education, particularly in language classes. A textbook used by teachers as a basis for initial preparation of the syllabus. Textbooks greatly affect the state of the learner, such as the independence of learners in developing language skills outside the classroom.

2.3 Textbook Evaluation by some ELT expert

There were five groups of textbook evaluation criteria to be considered in this research. The first group of textbook evaluation criteria was formulated by Cunningsworth (1995). The second one was formulated by Penny Ur (2009). The last one was formulated by Pusat Perbukuan (2007).

2.3.1 Textbook Evaluation by Cunningsworth

Cunningsworth (1995) in Richards (2001) lists eight criteria in evaluating textbooks. The criteria suggested include:

1) Aims and approaches

This criteria seek to answer the questions on whether the aims of the textbook correspond closely with the aims of the teaching programme and the needs of the learners, whether the textbook is suit to the learning and teaching situation, how comprehensive the textbook is, whether it covers most or all of what is needed, whether it is a good resource for students and teachers, and whether the textbook is flexible and allows different teaching and learning styles.

2) Design and organization

This criteria seek to answer the questions on what components make up the total course package (students' books, teachers' books, workbooks, cassettes), how the content is organized (according to structures, functions, topics, skills, etc.), how the content is sequenced (complexity, learnability, usefulness, etc.), whether the grading and progression are suitable for the learners, and whether it allows them to complete the work needed to meet any external syllabus requirements.

3) Language content

This criteria seek to answer the questions on whether the textbook covers the main grammar items appropriate to each level and learners' need, whether the material for vocabulary teaching is adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development and strategies for individual learning, whether the textbook includes material for pronunciation work and, what is covered: (individual sounds, word stress, sentence, stress, intonation, and so on),

4) Skills

This criteria seek to answer the questions on whether all four skills are adequately covered, connect in mind the lesson objectives and syllabus requirements, whether there is there sufficient reading material, whether the listening material is well-recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension, whether the material is for spoken English (dialogues, roleplays, etc.) and well-designed to equip learners for real-life interactions, and whether writing

organization of longer pieces of writing (paragraphing) and use of appropriate styles.

5) Topic

This criteria seeks to answer the questions of whether there is sufficient material of interest to learners, whether there is enough variety and range of topic, whether the topic will help expand students' awareness and enrich their experience, whether the students will be able to relate to the social and cultural contexts presented in the textbook.

6) Methodology

This criteria seeks to answer the questions of what techniques are used for presenting or practising new language items and whether they are suitable for the learners, how the different skills are taught, how communicative abilities are developed, whether the material includes any help to students on study skills and learning strategies, whether students are expected to take a degree of responsibility for their own learning (e.g., by setting their own individual learning targets).

7) Teachers' books

This criteria seeks to answer the questions of whether there is enough guidance for the teachers who will be using the course book and its supporting materials, whether the teachers' books are comprehensive and supportive, whether they adequately cover teaching techniques, language items such as grammar rules and culture-specific information, whether the writers set out and justify the basic premises and principles underlying the material, and whether keys to exercises are given.

8) Political considerations.

This criteria seeks to answer the questions of whether the books are strong and long-lasting, whether they are attractive in appearance, whether they are easy to obtain and whether further supplies can be obtained at short notice, and whether any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player and whether it is reliable. If so, schools must have the equipment available for use.

2.3.2 Textbook Evaluation by Ur

Cambridge University Press (1996) in Ur (2009: 186) also suggests several criteria in evaluating a textbook. Those criteria are: 1) Objective explicitly laid out in an introduction and implemented in the material, 2) Approach educationally and socially acceptable to target community, 3) Clear effective layout, print easy to read, 4) Appropriate visual materials available, 5) Interesting topics and tasks, 6) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc., 7) Clear instructions, 8) Systematic coverage of syllabus, 9) Content clearly organized and graded (sequenced by difficulty), 9) Periodic review and test sections, 10) Plenty of authentic language, 11) Good pronunciation explanation and practice, 12) Good vocabulary explanation and practice, 13) Good grammar presentation and practice, 14) Fluency practice in all four skills, 15) Encourages learners to develop own learning strategies and to become independent in their learning, 16) Adequate guidance for the teacher; not too heavy preparation load, 17) Audio cassettes, 18) Readily available locally.

2.3.3 Textbook Evaluation by Pusat Perbukuan (Pusbuk)

Pusat Perbukuan (*Pusbuk*) also launched two instruments to evaluate English textbooks published in Indonesia. These two instruments based on School-Based Curriculum (KTSP). The first instrument consisted of one point: 1) content appropriateness. The second instrument consists of two points: 1) language appropriateness and 2) presentation appropriateness.

The first instrument is meant to evaluate content appropriateness. It evaluates 1) the appropriateness of material explanation with competency standard and basic competence, 2) accuracy of material, and 3) supporting materials for learning.

When evaluating the appropriateness of material explanation with competency standard and basic competence, an evaluator will evaluate the material completeness, the material deepness. The material completeness means a unit of a book must have three kinds of texts, that is short and simple interpersonal texts, transactional texts, and functional texts. The material deepness focuses on 1) Exposure, 2) Retention on the rules of text production, and 3) Actual production.

When evaluating accuracy of material, an evaluator will evaluate the texts' social functions, generic structure, and linguistic features.

When evaluating the supporting materials for learning, an evaluator will evaluate: 1) modernity, 2) development of life capability, and 3) development of diversity perception.

The modernity or it is can call up-to-date nature of the material means the up-to-date nature of the material and the relevance of material its

reference. The learning materials (texts, tables, pictures, attachment, and so on) for every text type are taken from the references which are relevant to the topics discussed. Besides, the learning materials (texts, tables, pictures, attachment, and so on) are taken from the up-to-date references about the topics discussed.

Regarding development of life capability, texts and communicative actions must motivate learners to do several things to develop their life skills, such as: 1) personal skill: knowing the strengths and weaknesses of his own and others and improving himself as an autonomous person, social creature, and God's creation; 2) social skills: being cooperative, being tolerant, appreciating gender equality and reconciliation, and anti-violence in communicating and interacting with others; 3) academic skill: exploring and making use of information, solving problems, and making decisions in scientific work; 4) vocational skill: having ability, attitude, and skills needed to do a certain job or occupation.

Regarding to development of diversity perception, texts and communicative actions should motivate learners to do several things to internalize their appreciation towards diversity, such as: 1) appreciation towards cultural diversity and complex society which cover various cultural values, local, national, and global contents; 2) awareness towards the local potential and equity in order to promote local and national potential and equity. 3) appreciation towards democratic values which are relevant to the local socio-cultural context; and 4) comprehension towards nationality insight to promote self belonging to the motherland, nation, and country.

The second instrument is meant to evaluate language appropriateness and delivery appropriateness. Language appropriateness covers three sub-components which are: 1) suitability of students' development level, 2) communicativeness, and 3) the coherence and unity of ideas. The relevance of material towards learners' development covers the relevance of the material towards learners' cognitive development level and towards learners' socio-emotional development level.

Communicativeness covers the readable message and accuracy of language principle. The readable message means the message delivered must be clear and easily-understood by learners. In addition, accuracy of language principle means the message delivered must be relevant to correct English grammar. The unity and coherence of the ideas cover the coherence of meaning among chapters, sub-chapters, paragraphs, or sentences and the unity of meaning among chapters, sub-chapters, paragraphs, or sentences.

Presentation appropriateness must cover three components: 1) technique of presentation, 2) presentation of learning, and 3) completeness of presentation. Presentation technique discusses systematization and inter-units balance. Regarding to systematization, the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols using organized pattern and order according to the material characteristics. Besides, it must at least consists of introduction, content, and closing. Balance among each chapters means the materials and tasks are delivered in the form of texts, communicative acts, illustration, and symbols in a balance among each chapters.

Presentation of learning of each unit must reflect 1) learner-centeredness, 2) development of learners' initiative, creativity, and way of thinking, 3) development of students' independence, and 4) development reflection and self evaluation ability. Learner-centeredness means the delivery of materials and tasks prompts interaction in between learners and teacher, and among learners in bigger circumstances.

Development of learners' initiative, creativity, and way of thinking means the delivery of materials and tasks prompts learners to do some communicative acts both oral and written based on their own initiative, creatively and critically. Development of students' independence means the delivery of materials and tasks prompts learners to be responsible towards their own learning process. Development reflection and self evaluation ability means the delivery of materials and tasks prompt the learners know their learning activities.

Completeness of presentation covers 1) opening, 2) content and 3) closing. Opening must consist of preface and table of contents. Preface is information that leads the readers to know the objective of the textbook writing, thanking, and expectation. Table of contents is a list containing information which facilitates learners to find units, sub-units, and topics in them.

Content must cover 1) introduction, 2) learning load, 3) reference, and 4) summary and reflection. Introduction is an introductory in the first page of the textbook which contains the objective of the textbook writing, texts, book systematization, learning procedure to follow, and the other elements which

are considered important for learners. Learning load is the core of the textbook content. It consists of face-to-face meetings, structured exercises, and independent activities. Reference means texts, tables, and pictures must have identities in the form of headings, the order number of pictures and tables, and references.

Closing must cover 1) glossary, 2) bibliography, and 3) index of subjects and authors. Glossary contains important terminologies within a text accompanied by the meaning description of those terminologies which are written alphabetically. Bibliography is a list of books used for reference in the book writing. It begins with the author's name (written alphabetically), year of publication, book title, place of publication, and publisher's name. Index of subjects is a list of important words followed by page number of its appearance. Index of authors is a list of authors whose works are used in the materials followed by page number of its appearance.

Of all the textbook evaluation criteria mentioned above, the researcher found the one issued by *Pusbuk* in 2007 most comprehensive, relevant and applicable for this research. The criteria were especially set and applied for evaluating English textbooks in Indonesian context. Besides, the criteria makers had surely considered the curriculum. They also have met the main criteria of textbook design, such as content, language, and presentation.

2.4 Previous Study

An analysis of “Scaffolding” Textbook for the seventh grade at Junior high school was done by Yunia Vicasari (2012). She has problem statement How is the 2006 English Curriculum reflected “Scaffolding” textbook? Then she found that Scaffolding textbook does not suitable with 2006 Curriculum. There are many indicators do not reflect the activity in the textbook. An analysis of English Textbook “One Stop English Learning” at sixth grade Elementary School was done by Uswatun Chasanah (2012). She wants to analyze How does the English textbook which is appropriate in criteria of good English textbook. From her research it shows that *One Stop English Learning* Textbook is a good textbook because the textbook is suitable with criteria of a good textbook.

From the previous studies above, the writer has the similarity of an analysis but there are differences between this study and previous studies. The similarity is all of the studies focus on an analysis of English textbook and also use English textbook of 2006 Curriculum. The aim of those analysisisto know that all of English textbook who the researchers analyzed is a good textbook. The differences of the research are an English textbook, source of data, type of data, and data analysis. This research will be different with previous studies because this research is expected to give a brief overview on different process of analysis. The researcher is going to do an analysis of Textbook “Bahasa Inggris: Contextual teaching and learning” meet the criteria of a good textbook suggested by *Pusat Perbukuan* (Pusbuk).