

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, research question, objectives of study, significance of study, and definition of key terms.

#### **A. Background of The Study**

In education, curriculum is one of the crucial components in an educational system. Here, the curriculum is a tool to achieve educational goals and as a guide in the implementation of teaching in all types and levels of education. The aim of education can be achieved through a well-planned educational curriculum. A curriculum is considered the ‘heart’ of any learning institution which means that schools or universities cannot exist without a curriculum (Bilbao, 2008). Hence, the curriculum is a very important factor in the educational process in educational institutions. It will make the educational process becomes clear and planned, how and what should be applied in the teaching and learning process carried out by educators and students. In the curriculum, it is not only a set of knowledge that must be taught by educators (teachers) to the students, but also all activities which are necessarily involved in the competences having influences on the students in order to achieve educational objectives.

In Indonesia, the 2013 curriculum has been implemented since the 2013/2014 academic year. This curriculum was officially launched on July 15<sup>th</sup>, 2013. The implementation of the 2013 curriculum itself cannot be separated from innovation. The innovation has the meaning of renewal that is close to change or improvement. Curriculum improvement is usually only about one or several aspects of the curriculum, for example teaching methods, teaching aids, and textbooks, while still using the applicable curriculum. Curriculum changes are

about changing the basic of both goals and tools or ways of achieving that goal. Change or renewal of the curriculum has several factors of components that must be involved. It is impossible to change the curriculum well without being followed by all system components that support the curriculum change. So far, the innovation, of the curriculum almost certainly means structuring the existing curriculum to be replaced with a new one, with changes in such a way that the structures or topics, scope of materials. Learning methods, and also textbooks are replaced.

Textbooks in 2013 curriculum has significance difference from that of in the previous curriculum or 2006 curriculum. In the 2006 curriculum, English textbook concerns with language skills as the point to deliver the competence in English such as listening, speaking, reading, and writing. While, in the 2013 curriculum, the English textbook uses integrated skills concept (Nahrowi, 2013). The textbook does not merely contain discussion material but also contain material and learning process, assessment systems and expected competencies. Allah said in Surah An-Nahl verse 89 as follows:

وَنَزَّلْنَا عَلَيْكَ الْكِتَابَ تِبْيَانًا لِّكُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً وَبُشْرَىٰ لِلْمُسْلِمِينَ

Based on the verse above, a book is a crucial thing for all people as a guidance as well as the textbook has an important role in teaching and learning activities. Textbook acts as the dominant teaching material or instructional media during teaching and learning activities. In line with the importance of textbook in educational curriculum, there have been some researches related to the textbooks evaluation and analysis published by the Ministry of Education and Culture for 2013 Curriculum. Reswari (2014) found that English textbook for Junior High School has good conformity to basic competence of the 2013 curriculum. In

addition, Arba'ati (2015) stated that the English textbook for grade VIII was appropriate with the basic competence of the 2013 curriculum. However, another research's result on English textbook for grade VII showed that the textbook does not fulfill the compatibility of basic competence in 2013 curriculum (Noviana, 2018).

On the basis of the previous research, the researcher is interested in conducting a research on English textbook for grade IX revised edition 2018. This research is intended to complete the English textbook analysis in Junior High School. The previous research related to this topic stated that the materials in the textbook for grade IX (Revised edition 2017) are relevant enough with 2013 curriculum, especially with the cognitive and psychomotor domain which achieved category "Fair" in the conformity of the relevance materials (Heriati, 2017). The English textbook for Junior High School itself has already been revised for several times since 2013 curriculum is implemented. The revision of the English textbook is done almost in every year until nowadays in order to get the more qualified and standardized textbook. Here the researcher conducted a research of content analysis to the English Textbook "BRIGHT An English" for Grade VIII. Mostly, the previous research merely investigate the relevant material in the textbook to the 2013 curriculum. Therefore the researcher conducts a research which does not merely investigate the relevant material in the textbook to the 2013 curriculum by using textbook analysis, Krippendorff (1980, p. 18) accounts in his handbook "Textbook Analysis" that textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context they used. The researcher also investigate the quality of the textbook in pursuance of Harmer's theory of textbook evaluation by using textbook evaluation.

Harmer (2007, p. 153) states that evaluating is the important thing to do, it uses the consideration to see how is the comparison between the textbook to each other, probably, the best way of doing this is to select areas that interest us (e.g. layout and design, methodology, topics, etc.), write short description of how our ideal textbook would deal with such areas, and then use the descriptions to see whether the textbook we are looking at match up to them. Textbook evaluation helps the teachers move beyond impressionistic assessments and it further facilitates them to acquire useful, accurate, systematic and contextual insights into the overall nature of textbook materials (Cunningsworth, 1995). Next, Harmer's theory of textbook evaluation basically examines the criteria of the principle of second language acquisition relevant to the development of materials for teaching language. This research is conducted to find out whether materials in the English Textbook "BRIGHT An English" for Grade VIII are relevant based on the core and basic competence of 2013 curriculum and whether the quality of the textbook is suitable to Harmer's theory of textbook evaluation.

The necessity to analyze and evaluate the textbook is imposed by the fact that it is used on most national scale, it is recently developed and its strengths or weaknesses will have a high impact on most national students. The analysis and the evaluation of the textbook will yield insights as to its relevance and suitability; whether it actually do what it claims to be doing and whether it accomplishes its set goals. It is therefore important to examine whether it corresponds to the learners' needs of the particular situation, whether it promotes communicative language, learner autonomy, made use of problem solving approaches and whether it allows for differentiated instructions.

## **B. Research Question**

Based on the background of the study, the formulation of the research problems are formulated as follows:

1. How is the relevance of the materials in English Textbook “BRIGHT An English” for Grade VIII based on the core and basic competence of 2013 curriculum?
2. How is the quality of English Textbook “BRIGHT An English” for Grade VIII based on the Harmer’s theory of textbook evaluation?

## **C. Objectives of Study**

On the basis of research question above, the objectives of study are:

1. To elaborate the relevance of the materials in English Textbook “BRIGHT An English” for Grade VIII based on the core and basic competence of 2013 curriculum.
2. To investigate the quality of English Textbook “BRIGHT An English” for Grade VIII based on the Harmer’s theory of textbook evaluation.

## **D. Significance of Study**

Theoretically, the finding of study may present as the references for the next researchers who want to conduct the similar research or related research. The researchers can do similar research on others textbook in different grade or develop Research and Development to improve the irrelevant materials in the textbook. Furthermore, this study can support the theories on the textbook analysis and textbook evaluation especially for English textbook “BRIGHT An English” for Grade VIII of Junior High school based on the relevant materials to the 2013 Curriculum and based on the suitable information to the Harmer’s theory of textbook evaluation.

Practically, the result of the study may present meaningful information for teachers and students. They can get information about English Textbook which is relevant with the 2013 curriculum and suitable with the textbook evaluation by Harmer's theory. Furthermore, this research can be reference for those who need English textbook as a teaching resource. In addition, the findings also can be the reference for the author in order to produce more qualified and standardized English textbook.

#### **E. Definition of Key Terms**

There are some significant terms that are frequently used and needed to be defined in order to avoid misunderstanding or misinterpretation in this research, those terms are:

##### **1. Textbook Analysis**

It refers to a research technique of systematic review in making replicable and valid inferences of the text materials to get its detail. The detail means the aspects that will be analyzed based on the core and basic instrument of 2013 curriculum.

##### **2. Textbook Evaluation**

It refers to an identification of the quality of the textbook under consideration to meet the result of good textbook. The result will be evaluated the suitability of the textbook based on Harmer's theory of textbook evaluation.

##### **3. English Textbook "BRIGHT an English" for Grade VIII**

It refers to an English textbook which will be analyzed and evaluated by the researcher. The textbook which researcher means is a textbook for junior high school for grade VIII, one of the textbooks published by

Erlangga related to the implementation of the newest curriculum that is 2013 curriculum, it has 16 chapters and 204 pages.

#### 4. Relevance of The Materials

It refers to the concept of one topic being connected to another topic in a way that makes it useful to consider the first topic when considering the second.

#### 5. Quality of The Textbook

It refers to the standard that is carefully prepared to provide some important and advanced matters such as a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/CDs and some accessories such as video/DVD material, CD-ROMs and extra resource material.