

CHAPTER I

INTRODUCTION

A. Research Background

Textbook is the book used by the teacher to be the guidance for students learning at class. It provides the content of lesson. However, no textbook is perfect. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. According to Whorter (1992:227), textbooks are not only a book of chapter, parts of which are assigned by instructor at various time during the semester, textbooks are the learning devices. Richard says that materials which can be used in language learning are in form of printed materials such as books, workbooks, worksheets, or reader. The second one is non-printed materials such as cassette or audio materials, videos, or computer based materials. And also printed and non- printed materials such as self- access materials and materials on the internet (2001:251).

Textbook has some benefits that can be used either for teacher or for students. Parrish (2004: 227) said that the benefits of textbook are assuring a measure of structure, consistency, and logical progression in a class. It minimizes preparation time for teachers to prepare besides textbook allows learners to review material or preview other lessons.

The other benefit from textbook is that textbook can meet the learner's needs or expectations of having something concrete to work from and take home for further study. It provides novice teachers with guidance in course and activity

design and also it may provide multiple resources: tapes, CD, videos, self-study workbooks etc.

According to Budisan (2012: 19) many book publishers have been publishing books without being evaluated by a team formed by Ministry of Education that is *Pusat perbukuan* (Pusbuk). Even they sell the textbooks directly to the school by giving discounts but the quality of the textbook didn't be neglected.

However, the quality of the textbook has to be considered. In addition, the textbook should be adapted to the needs of students. The need of students was depending on the environment and the culture where they had been leaving. According to Renandya (2000) the needs of students in Indonesia should be adapted with student that using English as foreign language, because Indonesia as a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) until high school. The main objective is to provide reading skills that enable Indonesians to read science-related materials in English.

So, the English textbook being used in Indonesia must go along with English as foreign language (EFL) learner's needs. In EFL situation, students rarely have chances to use English outside the classroom; consequently, English textbook seems to be the only source both for students who receive input and the main material and teacher for both teachers and students.

Therefore, the researcher decides to choose this research to analyze the content of the English textbook based on the criteria of EFL (English as Foreign Language) textbook.

The topic of this research has been widely researched. In Indonesia at Bandung by Yusuf Hilmi Adisendjaja (2009) under title *Analisis Buku Ajar Biologi Sma Kelas X Di Kota Bandung Berdasarkan Literasi Sains*, by Nestin Vernilla Keban (2011) at Malang by the title *A Content Analysis On English For Kids Grade 3, a Textbook Used In Elementary Schools In Malang*, and also written by Jiazhi Wang (1986) in British *Evaluating an EFL Textbook – a New English Course*. Besides, some studies have been researched by Contrunnada (2008) by the title *The Analysis of English Textbook for grade Eight (A Content Analysis of Nina Bates' Textbook based on The Education Unit Level Curriculum (KTSP))*.

B. Research Questions

1. How compatible are the materials in *Passport to the World for grade VIII of Junior High Schools textbook* and *English in Focus for Grade VIII Junior High School textbook* to the criteria of EFL (English as foreign language) textbook?
2. How are the teachers' responses toward the textbooks used by the school?

C. Research Purposes

1. To analyze the compatibility of the materials in *Passport to the World for grade VIII of Junior High Schools textbook* and *English in Focus for Grade VIII Junior High School textbook* to the criteria of EFL (English as foreign language) textbook
2. To know the teachers' responses about the textbook used by their own schools

D. Significances of Study

1. Theoretical significances

- The research will be reference to everyone who needs the material or research.
- This research will describe the content of English textbook by searching supporting theory related to the research

2. Practical significances

- For English teachers

Through this research, the English teacher can be more careful in choosing the students English textbook and should pay attention to learner's needs. It is related to students as (EFL) English as Foreign Language students.

- For researcher

Through this research, the researcher will be able to know the good English textbook and be able to give more contribution for English teacher to choose student's textbook carefully.

- For other researchers

Other researchers can use the result of this research as a comparative study.

E. Rationale

Analysis is an activity that includes a number of activities such as differentially sorting out something for classified and grouped according to certain criteria. According to Komaruddin (2001:53) "*Analisis adalah kegiatan berfikir untuk menguraikan suatu keseluruhan menjadi komponen sehingga dapat mengenal tanda–tanda komponen hubungannya satu sama lain dan fungsi masing – masing dalam satu keseluruhan yang terpadu*". There are several kinds of analysis methods. One of the analysis methods is content analysis. According to Fraenkel and Wallen (2001) content analysis is an analysis of the written or visual content of the document. A textbook is physical manual for instruction covering variety of topics a specific subject area. Typically, professors specify textbooks for their courses, and students purchase them for teachers.

One of the subjects which are compulsory for using textbooks is English subject. Teacher should use textbook when teaching English at class to help student get the lesson easily. The English textbook should be adapted with students' need. Indonesia is one of the country that use English as foreign language (EFL).

EFL is an abbreviation for "English as a Foreign Language". This is mainly used to talk about students (whose first language is not English) in learning English while living in their own country (For example, a Chinese person

learning English in China). One of the examples from the country that use EFL is Indonesia, because according to Renandya (2000), Indonesia as a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) until high school. The main objective is to provide reading skills to enable Indonesians to read science-related materials in English.

According to Yudoleksono (1999:15) this analysis will be shown in the form of percentage, which is called the level of suitability that is completed by dividing the number of criteria already fulfilled by the textbook with the total number of the EFL evaluation criteria and multiplied by 100%. To make it more specific there are four categories with the checklist term. The categories are:

1. Poor
2. Fair
3. Good
4. Excellent

The diagram below shows the relevance of the textbook to the EFL evaluation criteria.

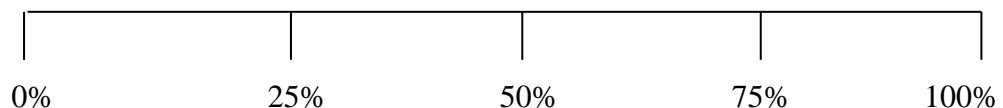


Figure 1.1 the level of Suitability

According to Cunningsworth (1995: p.25) this research presents five components analysis based on EFL evaluation criteria (checklist)

1. Objective
 - a. The aim and the materials objective
 - b. Design and organization of textbooks
2. The language content
 - a. Grammar
 - b. Vocabulary
 - c. Discourse
 - d. Style and variety of the language
3. Skills
 - a. The four skills in general textbooks
 - b. Listening
 - c. Speaking
 - d. Reading
 - e. Writing
4. Topic and subject content
5. Practical consideration

The details of those criteria can be seen at literature review and the percentage of its problems which based on EFL evaluation criteria shows whether the textbook is barely relevant, slightly relevant, adequately relevant, approximately relevant, or completely relevant.

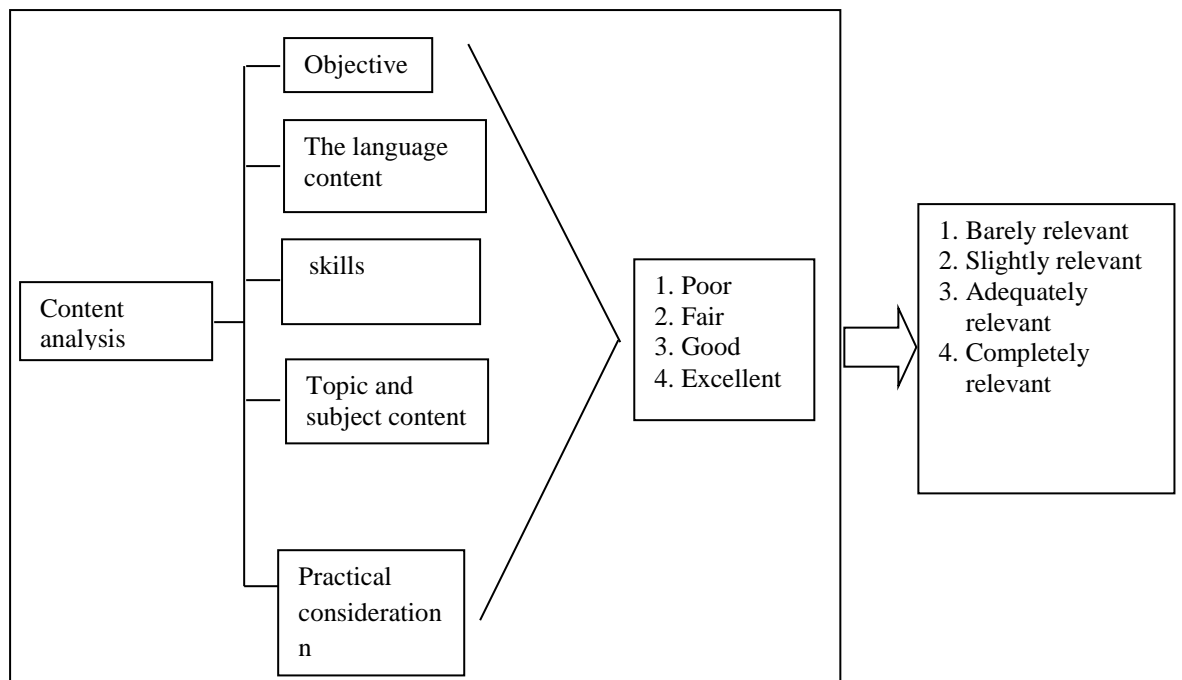


Figure 1.2
Scheme of Content Analysis textbook
According to English as Foreign Language
by Yudoleksono (1999:15)

F. Research Methodology

1. Research Design

This research conducts the qualitative content analysis method.

Qualitative content analysis has been defined as:

- “A research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278).
- “An approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification” (Mayring, 2000, p.2).

- “Any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p.453).

These three definitions illustrate that qualitative content analysis emphasizes an integrated view of speech/texts and their specific contexts. The specific context in this research is the English textbook used by eight grade secondary school. The researcher analyses it based on the criteria of EFL (English as foreign language) textbook

2. Textbook source

The source of textbook was chosen by investigating the variety of textbooks used in secondary school. The researcher chose the most widely used textbooks in the school by looking the most re-printed textbooks written in the profile of textbooks.

The textbooks profiles are:

- a. Book : Passport to the World. A fun and easy English Book for Grade VIII of Junior High Schools

Author : Djatmika, Agus dwi priyanto, Ida Kusuma Dewi,
Ahmad Thony H.

Year : 2012

Pages : 196 pages

Publisher : PT Tiga Serangkai Pustaka Mandiri

- b. Book : English in Focus for Grade VIII Junior High School

Author : Artono Wardiman, Masduki B. Jahur, M. Sukirman

Year : 2008

Pages : 176 pages

Publisher : Pusat Perbukuan Departemen Pendidikan Nasional
2008

3. Research steps

The research step is based on the way how the researcher analyzes the textbook. The research steps as follows:

- a. the textbooks evaluated entitled “Passport To the World A fun and Easy English book” and “English in Focus” for grade VIII of Junior high schools was made available;
- b. The additional information about the textbook is collected from interviewing the eight grade’s English teacher.
- c. The researcher overviews and two others analyze the content of the textbook to see the general idea of the book;
- d. The data from the textbook are collected by analyzing the content of the textbook based on the EFL textbook evaluation criteria (checklist);

4. Data analysis

Based on Elo & Kyngas (2008) data analysis of this research containing by three phases as following:

1. Preparation

The preparation of this research is consisting by selecting the unit of analysis

According to McCain (1988), Cavanagh (1997) and Guthrie (2004) the preparation phase starts with selecting the unit of

analysis. It should be decided on what to analyze in what detail and sampling. The sample must be representative of the universe from which it is drawn. Probability or judgment sampling is necessary when a document is too large to be analyzed in its entirety. Based on Alwasilah (1997) the textbook can be analyzed from the first, middle, and last part of the textbook. So, the researcher decides to take from the first, middle, and last part of the textbook.

2. Organizing

According to Silvermen (1993, p.59) the organizing of the textbook analysis are:

a. Open coding

Open coding means that notes and headings are written in the text while reading it. The written material is read through again, and as many headings as necessary are written down in the margins to describe all aspects of the content (Burnard 1991, 1996, Hsieh & Shannon 2005).

b. Grouping

The aim of grouping data is to reduce the number of categories by collapsing those that are similar or dissimilar into broader higher order categories (Burnard 1991, Downe- Wamboldt 1992, Dey 1993)

c. Categorization

The purpose of creating categories is to provide a means of describing the phenomenon, to increase understanding and to generate knowledge (Cavanagh 1997).

d. Interview

Based on Lincoln and Guba (1985:266) the function of interview are provide clarity to an incident, organizations, feelings, motivations and uncover what has happened in the past and expected in the future and expand the information that has been obtained from other sources both human and nonhuman (triangulation).

Therefore as additional information researcher gets the information about the textbook from interviewing to the eight grades' English teacher.

3. Reporting the analyzing process and the results

The results are described contents of the categories, i.e. the meanings of the categories. The content of the categories is described through subcategories (Marshall & Rossman 1995).