

CHAPTER I

INTRODUCTION

This chapter describes some points of the research which consist of the background, the research question, the purpose and the significance of research, rationale, methodology of research and the data analysis.

A. Background of Study

Textbook is one type of educational books. Textbook is a book that contains a description of the subject matter or field of study, systematically arranged and has been selected based on specific objectives, learning orientation, and the development of students, to be assimilated. According to Loveridge (2010) said that textbooks are school books containing materials that have been selected on the particular field of study in a written form that meets certain requirements in teaching and learning activities, systematically arranged to be assimilated. In addition, the Directorate General of Secondary Education (2004: 3) said that the textbook (lesson book) is a collection of writing made systematically contains about a particular subject matter, which is prepared by the author using the applicable reference curriculum. And then, the substance contained in the book is derived from the competencies that must be mastered by students. Moreover, the textbook has some benefits for the person who uses it such as a teacher and a student. Parish (2004: 227) said that the benefits of the textbook are assuring a measure of structure, consistency, and logical progression in a class. It minimizes a preparation time for teachers to prepare. Besides, textbook allows student to review material or preview

other lessons. Then, the other benefit of the textbook is that the textbook can fulfill the student's need such as the student's need to communicate using English language effectively and to make them feel confident to speak English language, etc.

Then, the implementation of policies to improve the quality of education is providing quality textbooks, cheap and easily accessible for public (Ahmad, 2008). However, Budisan (2012: 19) said that many book publishers have been publishing books without being evaluated by a team formed by Ministry of Education that is *Pusat Perbukuan (Pusbuk)*. So, the reader or a book user doesn't know how good the quality of the textbooks which they read.

In addition, a good textbook should not so be easy and so be difficult because it will create problems for the students. According to Sajidin (2014), that good instructional materials (textbook) should be neither so easy that the student feel bored nor so difficult that they will feel frustrated or de-motivated. Parallel to this, Tomlison (in Richard, 2001, in Sajidin, 2014) suggest that textbook should: (1) have learners to feel easy: (2) help learners to develop their confidence, (3) achieve impact. And then, parallel to this, Richard (2000) comments that textbook should have the following criteria:

1. Provide pleasurable learning experience
2. Practice learning items in an interesting and novel way
3. Provide opportunities for success
4. Provide opportunities for self-assessment of learning

However, the theories above opposites with the real condition at SMP Al-

Islam Bandung that the problems happened when the students grade VIII of Junior High School at SMP Al-Islam Bandung didn't feel confident in reading the text on the textbook which is available in the school because they were afraid of pronouncing the word on the textbook wrongly. Then, the next problem come when the teacher should teach the material on the textbook but the teacher didn't use the textbook as the source media of learning because the material on BSE textbook contained vague concept and didn't focus on clear material. So, the teacher often uses LKS (student's paper job) in the process of learning English lesson.

Due to the background above, this study will analyze the BSE textbook whether the BSE textbook used by grade VIII of Junior High School at SMP Al-Islam Bandung has fulfilled the evaluation criteria and has fulfilled the learner's need or not.

The researcher assumed that analyzing the textbooks is very important. The reason is that textbooks play an important role in teaching which can facilitate the students in learning activities, both in the classroom and outside the classroom. Moreover, the textbook is used as a teacher's guiding to transfer the material in the process of learning. According to Grambs et al. (1959), the textbook is one of the teacher's major tools in guiding learning. And then, the textbooks store many information of learning. It is parallel with the statement of *Pusat Perbukuan* (2005), the textbooks can be viewed as a store of knowledge about the various facets of life. Therefore this study is entitled **“The Analysis of *Buku Sekolah Elektronik (BSE) Textbook for Grade VIII of Junior High School*“**

B. Research Questions

Statements concerning these research problems are:

1. What is the feasibility of the textbook?
2. To what extent does the textbook meet the students' need?

C. The Purpose of Research

Based on the problem above, the aims of this research will be directed:

1. To analyze the feasibility of BSE textbook for grade VIII of Junior High School
2. To analyze the BSE textbook for grade VIII of Junior High School about the thing that meet the students' need

D. The Significant of Research

The researcher expects this research can give contribution to:

1. Researcher

The researcher hopes this result of study can increase the researcher's knowledge to know the feasibility of BSE textbook and the quality of BSE textbook whether has met the student's need as a beginner student of English foreign language or not.

2. English Education

The researcher hopes this result of study can provide information about the portrait of the quality of the textbook. So the element of English Education will be able to know that the textbook is useful in the process of learning.

3. Teacher

Researcher hopes the results of this study can help the teachers in selecting the textbook as a guide of clear material carefully and can help them in selecting the appropriate textbook with the student's need as a beginner student of English foreign language.

4. The other researchers

Researcher hopes the results of this study can help the other researchers to use it as a comparative study.

E. Rationale

Analysis is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it. According to Merriam analysis is a careful study of something to learn about its part, what they do, and how they are related to each other.

Textbook is a book used in a school as a guideline which can be used by the teacher and the student to make easier the process of learning in order to achieve the purpose of learning. According to Crowther (1995:1234), the textbook is a book giving instruction in a subject used especially in schools. In addition, according to Hasselwader (2004:19), textbook is any book or a book substitute, including hard covered or paper bankbook, workbooks designed to be written in and used up, certain newspaper and news magazines and manual which a pupil is required to use as a text material included implementing a major part of a state or local curriculum.

So, the researcher assumes that the textbook analysis is the systematic analysis of the text materials including the structure, the focus, and special learning

assists. Also, the textbook analysis is a way to know the quality of the textbooks that the user uses in a learning system.

Moreover, the benefit book is a book which can fulfill the student's need such as the student's need in communicating English with their friend effectively or understanding the English material, etc. Cunningsworth (1995) states there are five needs experienced by beginner students when learning language in a classroom with a teacher and a textbook. These are:

1. The need to communicate effectively
2. The need to be familiar with the language system
3. The need for challenge
4. The need to take on more responsibility for their own learning
5. The need for cross-culture awareness

Furthermore, the analysis of the textbook would discuss its content. The English textbook is an English subject book which Indonesian uses it as a foreign language. It is clearly enough that is said by Renandya (2000) Indonesian 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. According to Cunningsworth (1995:25), the research present five components analysis based on EFL evaluation criteria: 1) Objectives. Objectives mean appropriate with the procedure using at the time that will create the same result if another researcher analyze the same thing. It contains the aim and the materials objective and design and organization of textbook. Both of them should be objective with the student's level and the student's though. 2)

The language content. The language using at the textbook should be appropriate with the student's level too in order they get easier to learn and understand the textbook. And then, it will consider the method's using of learning for both of a teacher and the students. It contains four aspects, are: grammar, vocabulary, discourse, style and variety of the language. 3) Skill. There are four skills in learning English language which should be there on the textbook. They are: listening, reading, writing, speaking or the four skills in general. It will make easier to convey and transfer the material. For example the listening skill, the teacher uses cassette for teaching to listen the conversation of the textbook. 4) Topic and subject content. The topic and the subject content of the textbook give much more challenging and information to develop the student's interest in learning the textbook. 5) Practical consideration. In practicing of learning and teaching English textbook should follow the government's role such following the applicable curriculum that they have been deciding for the educational policies.

However, the researcher would only choose the language content whose contains of grammar, vocabulary, discourse, style and variety of the language as the object of analyzing the textbook. It caused the researcher want to focus on the textbook. The researcher will analyze whether the grammar items appropriate with the students' level and how the textbook show its explanation. In addition, the vocabulary is the important thing on the textbook's content because by vocabulary the student can know the purpose of the material on the textbook. In addition, it keeps an important thing to make the students understand the material. Besides, discourse can help the text more perfect to make the student more understand too

such as the student will learn about the sequencing of sentence, cohesion, coherent, etc. so the text will get smoother to read and learn. And the last is style and variety of the language. The researcher will analyze the language usage on the textbook because the language's use on the context can show the quality of the author's vocabulary whether it appropriates with the students' age and though or not. And, the style of language can make the student get easier to understand the context. It caused the different situation will bring the different style and variety of language. The author should do a good preparation to write the textbook because it will create the students' interest in learning textbook. So, the language usage doesn't be monotonous in writing on the text because it will decide the students' understanding in learning textbook. All in all, it connects each other whether grammar, vocabulary, discourse, style and variety of the language to build a good textbook. Then, The analyzing begins from a word to a complete sentence and passage in order to create a good quality of the textbook.

In short, the researcher expects that the textbook should meet the student's need in learning textbook in order to know that the textbook brings benefit for both of teacher and student in the learning process, and also to know that the textbook is useful for the purpose of learning. Besides, the textbook should fulfill the evaluation criteria based on EFL (English Foreign Language) which the researcher chooses language content as the object of analyzing to know the quality of the textbook itself. Therefore, the researcher chose the theory of the student's need in learning language based on Cuningswort's opinion and the evaluation criteria based on EFL

to analyze the BSE textbook which is used by the VIII grade of Junior High School student at SMP Al-Islam Bandung.

The following figure show the frame of thinking from this research:

Framework

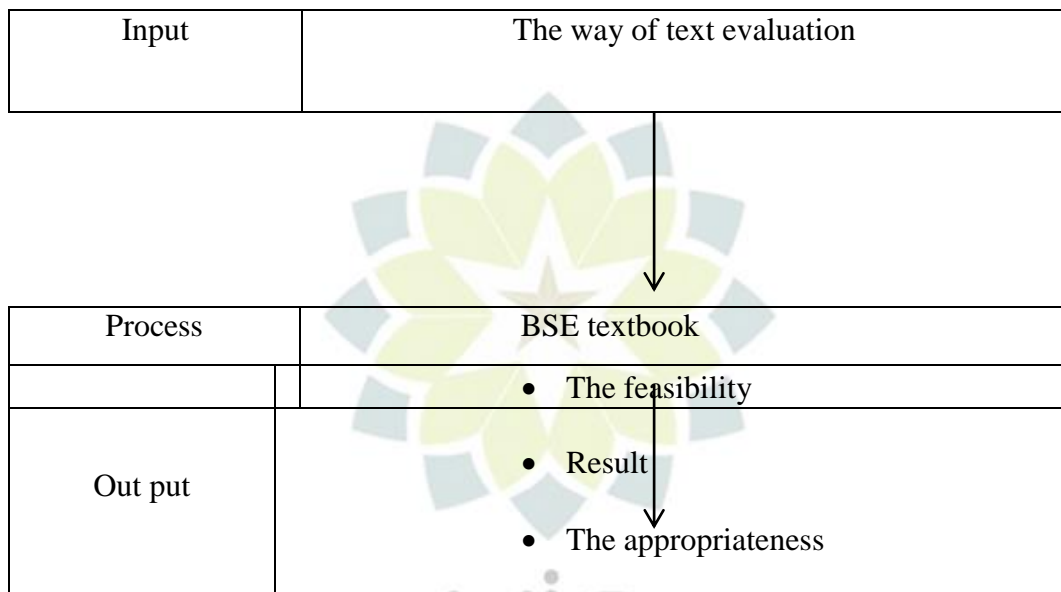


Figure 1 The Frame of Thinking from This Research

F. Methodology of Research

1. Method of Research

Qualitative approach is used in this research. The researcher uses this approach to observe the problems that will be investigated in this study. Qualitative research refers to inductive, holistic, academic, subjective and process- oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systemsatic, subjective approach used to describe life experiences and give them meaning (Burns & Grove 2003:356; Morse& Field 1996:1999). The purpose of descriptive method is to describe current condition without being influenced by a writer.

The method that the researcher uses in this study is descriptive method. The descriptive method is used to describe the BSE texbook whether it fulfill the student's need and the evaluation criteria or not. The descriptive method shows that the research focuses on factual problems, and then the data are arranged, explained and analyzed.

2. Textbook Source

The source of this research used eight grade of Junior High School. Here is the description:

- a. Title : English in Focus for Grade VIII junior High School
- b. Author : Artono Wardiman, Masduki B. Jahur, M. Sukiman
- c. Year of publishing : 2008
- d. Number of pages : 168
- e. Place of publishing : Jakarta
- f. Publisher : *Pusat Perbukuan Departemen Pendidikan Nasional*

The researcher chose this book because the book is a kind of embodiment the applicable curriculum that education unit level curriculum (KTSP). The curriculum is used in every school in Indonesia. And, it is a kind of government's policies as a recommendation using in the process of learning.

3. Research Steps

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

- a. Researcher would analyze the BSE textbook whether has fulfilled the student's need and the evaluation criteria or not
- b. The researchers would use the theory of Cunningswort to know that the BSE textbook fulfill the student's need. And, the researcher would use the evaluation criteria based on EFL to know that the textbook fulfill the evaluation criteria based on EFL.
- c. The researcher would gather many data of many books to know how to apply the theory of Cunningswort and how to apply the evaluation criteria based on EFL (English foreign language).
- d. After collecting the data of applying Cunningswort's theory and the evaluation criteria based on EFL, the researcher would apply it into the BSE textbook grade VIII of Junior High School.
- e. The data which is collected would be source to analyze the quality of the BSE textbook for grade VIII of Junior High School student at SMP Al-Islam Bandung by using checklist.
- f. The result of this study would interpret the quality of BSE textbook.

4. Data Collection

Data collection contains of document analysis. The researcher will collect much information about the subject in the document analysis.

a. Document analysis

Washilah (2002: 155) states document are the things that is written or documented (as film, audio, video, book) besides record data which is not prepared by the writer request. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Documents contain text (words) and images that have been recorded without a researcher's intervention. For the purposes of this discussion, other mute or trace evidence, such as cultural artifacts, is not included. Atkinson and (1997) refers to documents as 'social facts which are produced, shared, and used in socially organized ways. Document analysis would be used for collecting the information about the student's need and the evaluation criteria based on EFL. Then, the researcher will analyze the BSE textbook by using the theory of Cunningsworth as the instrument of this research to know the quality of BSE textbook. According to the theory of Cunningsworth whose five kinds of evaluation criteria as the instrument's usage that contains objectives, the language content, skill, topic and subject content, and practical consideration. However, the researcher will choose one of five the evaluation criteria which only focuses on

the language content. It contains of grammar, vocabulary, discourse and variety of the language in order to know whether the textbook meets the student's need in learning English language on the textbook or not and this research would create the result of feasibility of the textbook itself. So, the user of the BSE textbook can get the way to handle the problem.

5. Data Analysis

According to Creswell (2009: 185) there are four steps on analyzing a qualitative data such as organize and prepare the data, read through all the data, and begin the detailed analysis and interpretation of the data. Here are the details of data analysis:

a. Organize and prepare the data

In this step, the researcher organizes all the data from the document analysis. Since there are many data collected, the researcher would take the one which related to the student's need in learning language based on the theory of Cuningsworth and the evaluation criteria based on EFL.

b. Read through all the data

After the researcher organizes and prepares the data, the researcher would read through all the data to obtain general information about the student's need in learning language at classroom using textbook based on the theory of Cuningsworth and the evaluation criteria based on EFL.

c. Begin the detailed analysis

The next step of the data analysis begins the detailed analysis of the data. This step is different with one step before, because the researcher must find out the detail information from the data collection.

d. Interpretation of the data

In this final step, the researcher would get the interpretation or the meaning of the data itself. After the researcher got the meaning, the researcher could conclude the result of this research that would be able to know the quality of BSE textbook for grade VIII of Junior High School whether has fulfilled the student's need and has fulfilled the evaluation criteria based on the EFL or not.

