CHAPTER I

INTRODUCTION

1.1 Background

The recent curriculum that has been implemented in Indonesian educational system is the 2013 curriculum. This curriculum was published by the government through the government regulation number 32 years 2013 concerning the national education system. The curriculum is a further step of competency-based curriculum development that has been initiated in 2004 and the school level-based curriculum in 2006. The target of this 2013 curriculum is to educate Indonesian students to be religious, productive, creative, and innovative. This goal can be viewed from the core and basic competence, abbreviated into KI-1 (kompetensi inti 1) to KI-4 (kompetensi inti 4). KI-1 is focused on spiritual competence, KI-2 is designed for social competence, KI-3 emphasizes on knowledge competence and KI-4 underlines for learning process. In the learning process, the 2013 curriculum adopts scientific approach that is designed to help students to construct concepts and principles actively through observing, questioning, collecting information, associating, and communicating.

Due to this new revised curriculum, there are several changes in some aspects of education, for example, the teaching materials. Teaching materials can be developed from many learning sources, for example from textbooks. According to Ahmed (2013), textbook is a learning instrument which is used in schools or colleges to support teaching and learning instruction. Textbook is one of the recommended sources to achieve aims and objectives that have been set up in accordance to learners’ needs (Cunningsworth, 1995). It means that a textbook is a material designed for teaching and learning process in order to increase and develop learners’ knowledge and experiences. Therefore, regular textbook analysis is required to evaluate which textbook is relevant to the learners’ need.
The important characteristic of a textbook used for a course should consider its content. Well-planned contents can make textbooks become effective tool for teaching and learning activities and this kind of contents in textbook can improve the language learning of the student in particular for second language learners. What is considered as well-planned contents should cover the domains of cognitive, affective and psychometric. However, this study will only cover discussion about cognitive and psychometric domain. According Krathwohl, Bloom, Masia (1973) affective domain refers to the manner in which we deal with students’ emotions, such as feelings, values, appreciations, enthusiasms, motivations, and attitudes. It is clear that affective domain is not mentioned in the textbook. This domain can only be viewed and valued when the student is engaged in school activities. The cognitive domain involves knowledge and development of intellectual skills (Bloom, 1956). This includes recalling or recognizing specific facts, procedural patterns, and concepts which are useful in the development of intellectual abilities and skills. The psychometric domain deals with physical movement, coordination, and use of the motor-skill areas (Simpson, 1972). Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Considering the importance of a well-planned textbook consist of affective, cognitive and psychometric, the researcher endeavors to conduct a research analyzing a textbook used in Indonesian English language teaching (ELT) context. In a particular case of Indonesian ELT, one of the textbook that is used in the 2013 curriculum is When English Rings a Bell textbook, which was published by Ministry of Education and Culture of Indonesia. The researcher endeavors to analyze this textbook because the researcher has used this book as a textbook while undergoing practical teaching courses in junior high school. Furthermore, This book is a book arranged by the government in the framework of implementing the 2013 curriculum. As written in the first sheet of this book, it
clarifies that this book was compiled and reviewed by various parties under the coordination of the Ministry of Education and Culture. On the grounds that the researcher tends to propose this study entitled “The Analysis of English Textbook When English Rings a Bell for The 7th Grade Students on The Relevancy with Curriculum 2013 in Terms of Cognitive and Psychometric Domain”

1.2 Research Questions

Research questions of this study are formulated as follow as:
1. How relevance is the content of *When English Ring A Bell* textbook for grade seven to the core and basic competence defined in 2013 curriculum in terms of cognitive domain?
2. How relevance is the content of *When English Ring A Bell* textbook for grade seven to the core and basic competence defined in 2013 curriculum in terms of psychometric domain?

1.3 Purposes of The Research

This study aims to investigate how relevance the content of *When English Ring a Bell* textbook for grade seven with the core and basic competence defined in 2013 curriculum and cognitive and psychometric domain.

1.4 Limitation of the Research

This research limits its examination on investigation about the learning activity of English textbook *When English Rings a Bell* for grade VII in terms of cognitive and psychometric domain regarding to the aspects of curriculum 2013.

1.5 Significance of the Research

It is expected that the findings of this research will give insights for the English teachers to evaluate the quality of the textbook that has been used in terms of cognitive and psychometric domain. The researcher expects that this research provide valuable guidance for other researchers who are willing to undertake
research on analysing a textbook. This research will also hopefully to fill in the gap the literature concerning core and basic competence of 2013 curriculum implemented in English textbook.