

# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Research**

Textbook is a necessary component in EFL classroom. It is used in learning process to help both teachers and students. It provides materials that can be used in language classroom. Thus, It is not surprised that textbook will become potentially the only source for teachers in EFL learning class. This fact happens for several reasons. First, textbook becomes the cheapest way of providing learning material for each learner (Ur, 2009, p. 184), Second, textbook provide direction or guide for teachers and students. Third, textbook takes roles as core resource, inspiration for classroom activities, and the curriculum itself (Garinger, 2002). Therefore, textbook plays crucial role in EFL learning's success or failure.

Textbook are often seen as being the core of a particular program and are the most visible representation of what happens in the classroom. Masuhara, Mc.Donough, and Shaw (2013. p.52) argue that no textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation. Because of the imperfection of textbook, it is essential to know the nature of the material explicitly and implicitly for the effectiveness of the use of textbook.

Moreover, Jafarigohar and Ghaderi (2013) stated that a specific textbook cannot conquer diversity of the learners, in this case different needs, interest, learning styles. Additionally, textbook have their own rationale and it cannot cater for a mixture of levels, different types of a learning styles, and different learning

strategies that exist often in the class. Therefore, particular attention must be paid to evaluate textbook based on valid and reliable instruments.

Textbook also reflects the change in Indonesia curriculum system. In the newest curriculum, curriculum 2013, Indonesia Ministry of Education and Culture has published some new textbooks which are in line with the curriculum. Based on *Permendikbud No 71 Tahun 2013*, the ministry of Education and Culture have list some textbook for students and teacher will used in the new curriculum. Curriculum 2013 is targeted to use widely over Indonesia in 2019/2020 (Budi, 2018). Thus, the textbook will still use as a primary or supporting materials to support the curriculum itself. The governments itself have done evaluation to this book every year since the textbook has been published.

Though the government has evaluated the textbook, evaluation is seen as an important thing to be conducted by the teacher itself. To help teacher cater the diversity of the student and they do not heavily depend on the textbook. A study conducted by Ena (2013) as cited in Lathif (2015) showed that many Indonesian EFL teachers use textbooks as the only instructional materials in teaching learning process. Consequently, evaluation is required to determine what actions need to take, in other words should decide whether to adapt, adopt, reject, or supplement materials in textbook to sum up the diversity of the learners.

Mukundan (2007) also considered textbook evaluation as an important activity to do. Materials evaluation can be define as a process of measuring the value of learning materials. According to Ansary and Babaii (2002), teachers have responsibility of evaluating textbook. The evaluation is held to find the weakness

and strength of the textbook, then the strength can be optimized and the weaknesses can be handled through adoption and substituted from other textbook.

A content analysis study conducted by Chintya (2013) to *When English Rings a Bell*, showed that the strengths of the textbook is on the relevancy to the 2013 Standard of Content, communicative aspects, and technicalities, while its weaknesses are on language content and skill, authenticity, and quality of practice materials. The evaluation was conducted by the researcher as the only evaluator by using reference sheet and analysis.

In reference to the above facts, the researcher is motivated to conduct a textbook evaluation, examining the English Curriculum 2013 textbook, which entitled "*When English Rings a Bell*". The evaluation will be seen from teachers' view. The purpose of the study is to find out what are the strengths and the weakness of the textbook. The data gathered by using checklist for teacher that is proposed from Litz (2005), Sheldon (1988), Mukundan,et.al.,(2011).

## **1.2 Research Question**

In order to guide the research, the researcher formulates the following question: "What are the strengths and the weakness of *When English Ring the Bell* textbook based on teachers' point of view?"

## **1.3 Research Objective**

The objective of the study is to find the strengths and weaknesses through examine "*When English Rings the Bell*" textbook used by Seventh grader in a public junior high school in Jambi City.

#### **1.4 Research Limitation**

In this research, the problem is limited to teacher's evaluation towards "*When English Rings the Bell*". This research is limited to examine the textbook in terms of layout and design, activities, skills, language type, and subject and content of the textbook.

#### **1.5 Research Significances**

The results of this research may provide some benefits that are categorized into two frameworks. The first is practical benefit; this research is expected to give some information for English teachers of junior High Schools. The second is theoretical benefit; the result of the study will enrich what cannot find in other supporting previous study about this field.

#### **1.6 Definition of the Key Terms**

**Evaluation:** textbook evaluation is a process of assessing a textbook with a certain criteria

**Textbook:** Published materials specially design to help language learners to improve their linguistic and communicative abilities (Sheldon, 1988).