

CHAPTER I

INTRODUCTION

A. The Background of The Study

An English textbook has an important role in English as a foreign language classroom. Textbook as the reference or guide for what have to learn by the students. Students and teachers need a textbook to support their teaching learning process. According to Pudjosoedarmo (in Simatupang, 2012:1) a textbook is the most important media in the process of teaching. English textbooks support the teachers to provide materials, from the textbook they find knowledge and materials.

Cunningsworth (1995: 7) states that the relationship between a teacher and a textbook is an important consideration and is the best at present a partnership that shares a common purpose with which each party contributes a special contribution. The purpose of textbooks should strive to meet the needs of learners. These partnerships are assisted when goals and objectives are well defined and when the roles of teacher and textbook are different but complementary felt clearly and in balance.

Choosing a suitable textbook is not an easy task because textbook is a tool in the teaching and learning process of a language. It provides the content lesson, the skills taught and the variety of language practice for learners.. The variety of textbook is available to use by teacher for their classroom. However, the teacher needs to know how far the textbook meets

the criteria of a good textbook so that they can know the quality of the textbook.

There are many factors determining whether a textbook is good or not. Generally a good textbook is a textbook that fits the curriculum, teacher, and students. To find out how the quality of a textbook is, it is necessary to have a textbook evaluation. Cunningsworth (1995 : 9) assumes textbook evaluation as an activity of value judgements on the parts of textbook which tend to be based on a number of factors including learners and teachers expectations, methodological preferences, the perceived needs of the learners, syllabus requirements, and personal preferences.

Many studies on textbook evaluation have been conducted to improve and modify textbooks. Sheldon (1988) developed a checklist for evaluate all aspects of the book content including graphics, characteristics of appearance, authenticity and flexibility. Skierso (1991) developed a book evaluation checklist text by highlighting bibliographic data, aim & goals, subject matter, vocabulary, grammar, exercises and activities, book layout, physical appearance of the book. Cunningsworths (1984) has developed an evaluation tool to find out the relationship between the material, learning objectives with the needs of learners and the learning process and pay attention to the skills contained in the textbook. From the existing checklist Cunningsworth has a checklist evaluation of each language skill. According to Cunningsworth (1995), clearly the knowledge base of grammar, lexis, etc and the skills base of listening, speaking, etc must go hand in hand and

textbook should develop students' skills in using English every bit as much as they help to develop students knowledge (explicit or not) of the system of English.

The following guidelines underlie many of the more specific criteria for evaluation which will be found in "Choosing your Coursebook" written by Alan Cunningsworth published by Heinemann in 1995 and here is some of the most important general criteria for evaluation and selection purposes as a basic quick- reference checklist; aim and approaches, design and organization, language content, skills, topic, methodology. The special feature of this checklist is using Yes / No questions. If the textbook meets the criteria it will be got 1 point in the column, while if it does not meet the criteria it will be got 0 point in the column. After all criteria have been examined, the sum of each criterion is calculated and presented. The findings from each category will also be described descriptively.

So far, textbook evaluation has always relied on a checklist developed by experts who are considered to have high validity. Textbook evaluation checklist is an instrument that contains a description of the material teach well and successfully taught. In addition to validity and reliability, checklist developers should also take matters of practicality into account. A checklist must be economical, for instance. Cunningsworth (1995) suggests, "It is important to limit the number of criteria used, the number of questions asked, to manageable proportions, otherwise we risk being swamped in a sea of details" (p. 5). If a checklist is precise and short,

it will be expeditious and save considerable time and budget once it is utilized for evaluation purposes. Cunningsworth (1995: 3) proposes the most important general criteria for evaluation and selection purposes that called as a basic quick-reference checklist. Cunningsworth (1995) suggests, assessment Impressionistic is done by observing the technique quickly book covers, and look for the strengths and weaknesses of the book and In-depth evaluation , it can give an information about various items of the textbook, such as the exercises are available in syllabus, and the relationship of the textbook towards the teacher's need.

For public schools in Indonesia, the government provides student books as a source of compulsory school learning. The books provided by the government are intended for national scale purposes. This means that the book is made in general for the condition of students in Indonesia, it does not accommodate the special needs of each school which may have their own characteristics. Teachers use books from the government without seeing more clearly how the suitability of the books used is with the competencies, the correctness of the material, conformity with the suggested approach and conformity with the assessments used. Seeing this fact, it is important to knowing the textbook used by the teachers is appropriate for use or not because students and teachers have already received books from the government and have no choice.

The researcher use textbook that provided by the government, entitled "Bahasa Inggris: When English Rings the Bell" a new English

textbook prepared by the Ministry of Education and Culture of Indonesia (MECI) in line with the implementation of new designed curriculum, 2013 curriculum. The researcher use this book because this book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download. This books provided by the government are intended for national scale purposes. Additionally, all schools in Indonesia are starting to implement the 2013 curriculum in the new academic year (2014/2015) so that automatically this book will be used by all junior high schools in Indonesia.

Because of these facts, book evaluations are needed to help teachers see the quality of the books provided. Textbook evaluation is one way that we know the quality of the textbooks we use in the learning system. Grant (1987) states that although there is no perfect textbook, there is the best textbook that can help teacher and learners. He points out that such a book not only matches the learners' needs, interests, and abilities but suits the teachers 'needs and meets the officials' needs also. Textbook evaluation is very important because it not only provides useful information for teachers, but also plans learning settings for students.

A good textbook should be reflecting the curriculum applied. It is because there is a strong relationship between both of them. The relationship of textbook and curriculum can be described as water and fish, or as the two sides of coin, two but one, one but two (Tarigan and Tarigan, 1990: 66). As

written in the previous study by Utami (2015) entitled *A Content Analysis on Speaking Materials And Activities Written On English Alive I*. This study describes the speaking materials and activities of the English textbook entitled "ENGLISH ALIVE 1" for tenth grade of senior high school students compatible with school-based curriculum or KTSP. Then, the writer also studies about the feasibility of content and presentation of the textbook. It can be concluded that the feasibility of content and presentation of speaking materials and activities in this textbook is "Good". The score of both feasibilities are 3.3. Most of the content of speaking materials and activities provided in the textbook are compatible with school-based curriculum or KTSP. However, the writer found that some materials in the textbook are not suitable with standard competence and basic competence. Then, most of speaking materials or activities in the textbook are relevant to students' daily life. Score of this criterion is 4. Speaking activities on the textbook is also suitable with its materials.

The researcher focuses on speaking materials of "When English Rings a Bell.". Bailey and Savage (1994) as cited by Lazarson (2000:103) states that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills." People frequently avoid speaking because they are self-conscious about correctly pronouncing the words and are too shy to practice. At this point, they have been defeated by their fear and reluctance to speak up in the first place. The speaking materials should include the standard and fundamental competencies, indicators, and

learning objectives that must be met. One of the most common problems with textbooks is a lack of good speaking material. Another issue with the English textbook used in this study is that it has many uses in the classroom, so the researcher wants to know the appropriateness of the speaking material.

The reasons above guide the researcher to analyze speaking materials in the textbook “When English Rings a Bell.” with the textbook evaluation by Cunningsworth (1995: 1-3). The researcher is motivated to conduct research under the title “An Analysis of Speaking Materials in English Textbook Used at the Eighth Grade Based On Cunningsworth Criteria”

B. The Problems of The Study

Based on the background above, the research question of this research is formulated into ‘How are those Cunningsworth’s criteria fulfilled by Speaking Materials in English textbook used at the eighth grade?’

C. Objectives of the Study

The objective of the study is to find out, whether those criteria are fulfilled or not by Speaking Materials in English textbook used at the eighth grade.

D. Significance of the Study

The findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically, the finding is expected to give a reference for those who want to conduct a research on analyzing English textbook that is suitable with the good textbook evaluation criteria.

Practically, the finding is expected to:

1. Be useful for the teacher to select the appropriate textbook and speaking materials that are compatible with the syllabus and the criteria of good textbook evaluation. The result of the research can be useful for the teacher as one of consideration in choosing textbook material.
2. This research can become the useful information and reference for next researcher in analyzing the speaking materials in the textbook.

E. The Scope of The Study

The study focuses on When English Ring's a Bell Textbook and the speaking material in the textbook published by The Ministry of Education and Culture. The textbook will be evaluated based on textbook evaluation criteria by Cunningsworth. The aspects of the book to be evaluated are: 1) Aims and approaches, 2) Design and organization, 3) Language content, 4) Skills, 5) Topic, 6) Methodology.