

CHAPTER I

INTRODUCTION

1.1 Problem Background

Until today, textbooks serve as primary teaching instruments. At all levels of schooling textbooks are often used as the primary organizer of the subject matter that students are expected to master and provide detailed explanations of topics to be taught (Chiappetta & Fillman, 2007,P. 1847). Textbooks greatly influence how knowledge is delivered and communicated. Around the world, including in Indonesia teachers often use textbooks as tool of their principal curriculum and source of lessons. They consider textbooks as manual of instruction or standard books in any branch of study. Research shows that is common to use textbooks in teaching biology (Kuechle, 1995).

Textbooks are considered as the heart of educational activities, as they provide students a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience (Chambliss,1998). textbook is also applied as principal curriculum and source of lesson by teacher around the world. The curriculum has a very important role in education, where increasing the quality of education depends on the quality and standards of the curriculum itself.

Textbook is one important variable in the success of learning, because it has an essential role in achieving the content and purpose of the curriculum so that the writing of textbooks should be in accordance with the contents, purpose, and the achievement of the curriculum. In teaching and learning, science textbooks are most frequently used instructional materials for students and teachers at all level, including in Biology. Biology textbooks help students to repeat lesson at home or study before the lesson. These text materials therefore should be written with the vocabulary appropriate for the age and level of students using them and include accurate information. Biology as a subject contains many scientific terms and much abstract knowledge. In order to encourage students understand concept, and increase their knowledge, biology textbook must contain relevant illustrations that

are attractive for students and activities that stimulate critical-thinking skills and scientific inquiry. It is important that textbooks include accurate content aligned with the curriculum requirement because many teachers use them as the curriculum guide (Ozongwu, 2011).

More than 90% of science teacher in the middle school rely on the textbook to manage and present the material as well as to provide homework (Chiapetta, 2007). This shows that science textbooks have very important role in the learning process, so caution is needed in the selection of books as a learning guide. The task of the teacher in this case not only explain and deliver learning material, but teachers also need to be more critical and selective in choosing and identifying a suitable book used in learning.

Because textbook contains material which presented communicative, linguistic aspects important to consider in preparing a textbook because it indirectly can influence the ability of the material which presented in the textbook to read and the message caught by the reader. Reading ability by readers is the definition of readability.

Reading is the basis for learning different subjects in schools. Whatever, the aspect of life one is considering, one discovers that the ability to read efficiently enhances individual ability to function in an effective manner. It is also said to be the reading difficulty level of a textbook in relation to the class for which it is meant. The readability level of a book therefore, is one of the factors that determine the understanding of a subject by the students. Students stand the chance of benefiting less from a text, which contains so many unfamiliar sentence structures and concepts thereby resulting in slow pace of reading such a textbook and reading may therefore be meaningless (Dr. Fatoba, 2015).

Indonesia high school textbook quality is very diverse (Muljono, 2007), In order to find out whether these textbooks really did present comprehension problems for students it was clearly necessary to test an appropriate sample of books in some suitable way. Government has an effort to provide qualified textbooks using instrument to determine whether a textbook is eligible or not. One of them is the textbook assessment conducted by the Centre Book of Education Department to school textbook. Although, there are many textbooks that have not

been assessed and require an assessment in order to fulfill the standards set based on Government Regulation No. 65 of 2014. It makes some of Indonesia textbook do not have guaranteed quality.

In relation to the issue of school books, the government through the Badan Standar Nasional Pendidikan (BSNP) or National Education Standards Agency control the school book quality through book assessment. The purpose of assessment of textbooks is providing textbooks that are suitable to be used to improve the quality National Education. According BSNP, quality textbooks must have four elements there are eligibility of content, presentation, language, and the graphic (Muslich, 2010). The content eligibility of textbook is aimed to ensure the book content supports the achievement of Competency Standards (CS) and the Basic Competency (BC) of the subject matter. It can be seen from the completeness of the materials, the breadth of the material, as well as the depth of the material contained in the book (Mulyani, 2013).

In Malaysia, the evaluation of textbooks known as vetting of textbooks, where the Textbook Division of Malaysia's Minister of Education stated that the content of textbooks should be aligned with the curriculum and two other important aspects of the textbooks, graphics and design textbook. The graphics should be deliver the concepts clearly and the quality design's format for the whole book must be structured, clear, and simple. The quality of textbook is very complex and can not be immediately known what. Good textbook can be interpreted as something that has the ability to support teachers and students in achieving their science learning goals (Ariningrum, 2013).

When Textbook is difficult to understand by students, it can reduce student's interest to read it. Because the textbooks still use imprecise and ambiguous words or terms, complex sentence, and unfamiliar words. A number of studies on school textbooks have been carried out as example Analysis of Depth and Breadth of Content in Textbook of Biology Regarding the Concept of Midde and High School Digestive System of food by Mulyani (2013). However there studies emphasized only in whether fullfil the BSNP standards as for the comparative study of textbooks in Indonesia with foreign countries are very rare.

In fact, Indonesia needs a reference from another developed countries education about the quality of the good book.

No studies yet which analyse readability of the textbooks. The researcher is to compare the textbook quality of Indonesian Biology textbook for high school to similar textbooks used in United kingdom and Malaysia.

1.2 Problem Identification

Based on the previous background, there are identified problem :

1. No studies yet which analyse the readability of Indonesia's Biology Textbook with overseas textbook.
2. There are differences in providing the knowledge between Indonesia's Textbook and overseas textbook.
3. There are differences about the depth of content.
4. Ther are some foreign languages in the content.
5. There are difficulties level of text in the content.

1.3 Problem Scoping

Scopes of the problem for directing this research are to know :

1. Which book is more informative between Indonesia's Biology Textbook and Overseas Textbook.
2. Which book is present the clear language (scientific terms) between Indonesia's Biology Textbook and Overseas Textbook.
3. Which book shows or discusses more daily life examples or examples known to the students between Indonesia's Biology Textbook and Overseas Textbook.
4. Which book is present the best figures that able to support the explanation about cell.

1.4 Research Questions

Based on the background and the problem scoping, the research question is what is the difference of content compatibility between biology textbook published by Indonesia, Malaysia, and Cambridge that involves in :

1. Which book is more informative in cell topic ?
2. Which book is present the clear language (scientific terms) in cell topic ?
3. Which book shows or discusses more daily life examples or examples known to the students in cell topic ?
5. Which book present the best figures that able to support the explanation about cell ?

1.5 Research Objectives

The objectives of this research are :

1. Comparing the book's information between Indonesia's Biology textbook and Overseas Biology's textbook in cell topic.
2. Comparing the book's language (scientific terminology) between Indonesia's Biology textbook with Overseas textbook in cell topic.
3. Comparing the book's daily life examples between Indonesia's Biology textbook and Overseas Biology's textbook in cell topic.
4. Comparing the book's figure presentation between Indonesia's Biology textbook and Overseas Biology's textbook in cell topic.

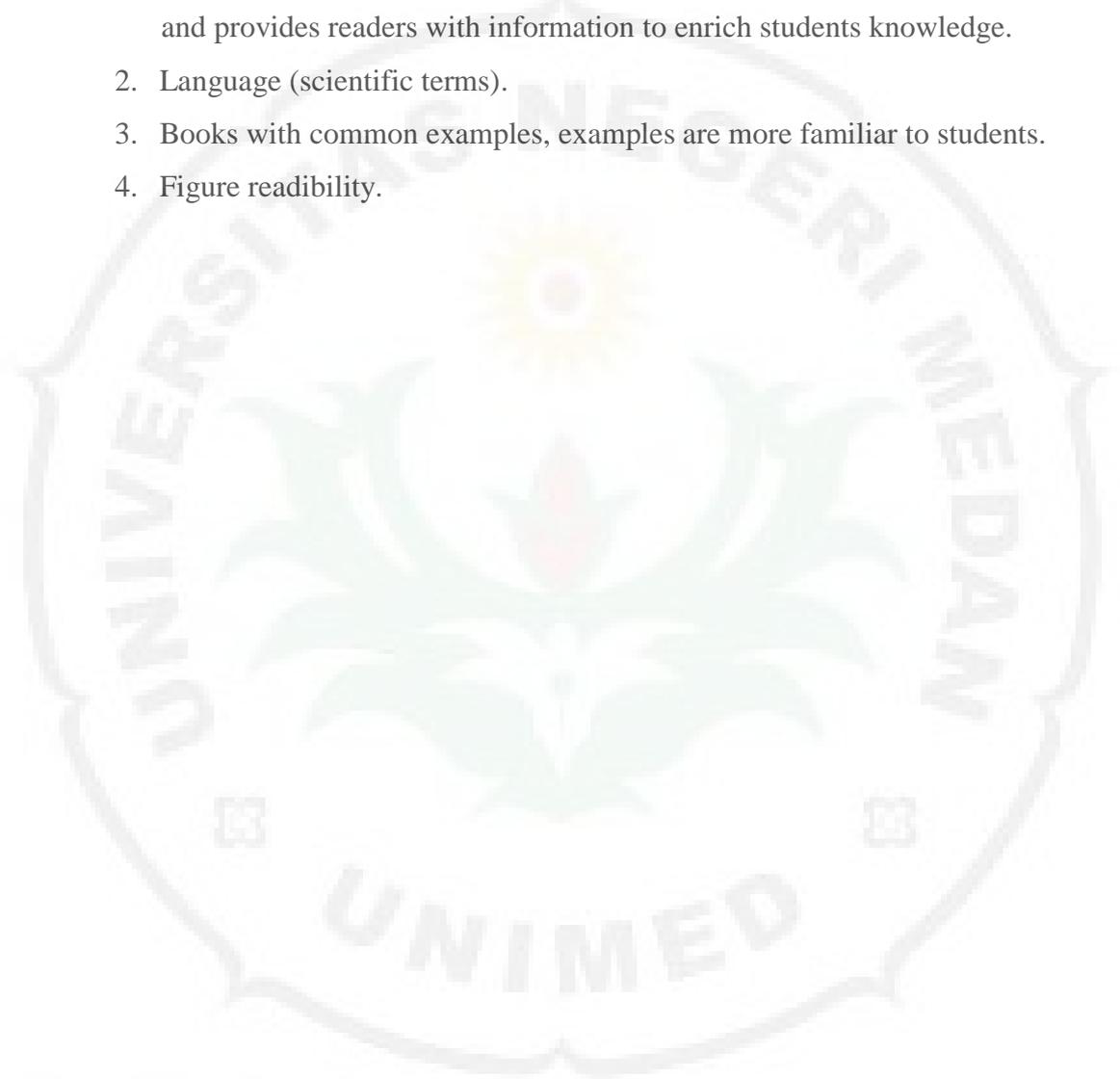
1.6 Research Significance

The benefits of this research :

1. Helping teachers to choose student's textbook that appropriate to teach.
2. Helping book writers to revise the textbooks.
3. Become the reference for government to correct the textbook.

1.7 Operational Definition

1. Information, the text in the book give wider information to the basic one, and provides readers with information to enrich students knowledge.
2. Language (scientific terms).
3. Books with common examples, examples are more familiar to students.
4. Figure readability.



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