

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Teaching materials play the most prominent things in teaching learning process. A textbook can be one of the common choices for teachers to present the materials in schools. According to Brown (1995), the presence of a textbook is necessary to support the teaching-learning process. Tomlinson (1998) also strengthens the statement by defining that a textbook as a book which provides the core material for a course and which covers many issues in a single volume by taking into consideration all the points that students are required to learn during a course period.

As we can see in Indonesia itself, the teachers tend to use textbook as their teaching materials in their effort to deliver the knowledge to their students rather than ask their students just to surf the material on the internet. Nevertheless, the task that can be challenging for an English teacher is to select the most appropriate and suitable textbook in order to meet his students' needs since the wealth of published material for English Language Teaching (ELT) which is available on the market. We call it as a 'challenging task' because the learners nowadays also are also expecting a high standard for a textbook. This situation may happen because of recent technological development. As we can see, even a pre-school child can operate a computer or smartphone without any helps by adults. Therefore, many learners prefer an enjoyable forms, contents, and

presentation of classroom material. The word “enjoyable” includes an attractive presentation / visuals of the textbook and how the textbook can make the learning becomes easier or enjoyable although it sounds may be methodologically. This can be something confusing for an English teacher because he has to consider about how well the textbook will satisfy his students’ thirst for knowledge yet not reducing the students’ interest to learn English.

Cunningsworth (1995 : 5) also states that “no course book designed for a general market will be absolutely ideal for particular group of learners.”. Therefore, the aim of textbook selection itself is to find the book that has a potential to adapt or provide the inadequate or unsuitable parts of materials.

A good textbook should be suitable with the curriculum in order to support the success of teaching- learning process. In Indonesia, schools are using either English textbooks that are published by national or international publishers. Furthermore, we know that English ability which possessed by Indonesian students is different with international students. The writer thinks that the ability gap between Indonesian students and international students is one basic reason why the English textbook by international publishers content needs to be evaluated.

Content of the textbook that can be evaluated obviously the four skills of language namely speaking, listening, reading and writing. In this thesis, the writer is interested in evaluating reading material since the writer often finds the Indonesian students still face the problem in getting a meaning from what they read. Even most of Indonesian students need to reread a text in order comprehend

it. What catch the writer's attention is whether the teacher who chose to use international publisher textbooks has already considered the suitability between the material contents and syllabus and curriculum. Because just like the writer stated on a few lines above, Indonesian students still face the problem in getting a meaning from what they read. How will Indonesian students comprehend the text when it is talking about a place, thing or figure that might be not common with the environment around them because the topic of the text is not from Indonesia?

Based on the writer's experience while she was substituting one of English teacher in St. Thomas 1 Junior High School Medan, she found out some students' problems in using an international English textbook used in their school. The students could not really comprehend or get the real meaning of the text which was being read because the topic of the text was not common with the environment that they faced in their daily life in Indonesia. This uncommon topic provided in the textbook could be talking about someone, thing, place or an activity which they even had not heard before. This led to students' disinterest in keeping up with the material discussed on that day.

McKay (2003), states that in case of English is one of international languages, the cultural content of material should not be limited to native-English-speaking countries and should include local cultural content. McKay called for implementation of locally appropriate pedagogy and emphasized the strength of bilingual teachers of English for their familiarity with the local culture. Therefore, local educators need to determine what linguistic information, cultural content,

and teaching methodology are most appropriate for the local context so that learners will be able to use English to tell others about their own cultures.

What will their English teacher do in order to satisfy the students' thirst of curiosity about for instance, Giuseppe Mezzofanti who is an Italian social figure, or a beautiful big city such as Cape Town, Canberra or Lisbon? Maybe they are also curious about some activities which are fresh and new for them such as beekeeping. How will an English teacher overcome these situations?

The reasons why the teacher finally decided to use the textbook also need to be considered. Either he finally decided to use the textbook because he did find that the English textbook from international publisher would fulfill his students' needs and based on curriculum applied or he thought that the reading materials in English textbook from national publisher were too easy for his students or even he just was forced by the principal to use English textbook from international publisher in the purpose of increasing the standard of teaching – learning process.

That is why an English teacher should know first what the English textbook is that he selected so that he can be sure that all the materials in the textbook will meet his students' needs. It can be done by doing a basic explanation of textbook evaluation. As what McGrath (2002) states that basic explanation of textbook evaluation concerns the discovery of whether what you were looking for was there. As a result, by doing an evaluation, it can help an English teacher makes decision on selecting appropriate textbook as well as

familiarize him with its strengths and weaknesses as also stated by Sheldon (1988).

The writer thinks that this problem should be investigated well because a mistake of choosing an appropriate textbook could lead to a failure of learning process itself. The failure can be students' difficulty in comprehending a text, teacher's incapability to answer his students' questions, teacher's difficulty in giving a clear vision or explanation about an object that these kinds of situations could lead to students' low score in a reading test.

From the explanation above, the writer tries to solve the problems by doing an analysis on the reading materials provided in an English textbook.

## **B. Problems of Study**

Based on explanation above, the problems of the study were formulated as follow:

- How many times did the reading materials which met KTSP materials needs for eight grade students provided in "*English in Mind Second Edition*" published by Cambridge University Press textbook?
- How good were reading materials provided in student textbook "*English in Mind Second Edition*" published by Cambridge University Press for eight grade students met KTSP objective indicators?

### **C. Objectives of Study**

In relation to the problem above, the objective of the study is :

- To show the frequency of reading materials which in conformity with KTSP materials needs provided in “*English in Mind Second Edition*” published by Cambridge University Press for eight grade students
- To show the conformity percentage between reading materials provided in “*English in Mind Second Edition*” published by Cambridge University Press for eight grade students and the objective indicators based on KTSP.

### **D. Scope of Study**

There are three levels which must be passed by all junior high school students. They are seventh, eighth, and ninth grade. The scope of the study is evaluating reading texts which are provided in eighth grade English textbook by international publishers based on curriculum used in Indonesia.

### **E. Significances of Study**

All findings of this study are expected to provide information which may have theoretical as well as practical values for every party which is involved in the process of compiling an English textbook.

Theoretically, the findings of the study eventually will add some new theories and information in the area of evaluating English reading materials. Meanwhile, practically the findings are expected to be useful for:

- a.** The writer of the textbook in deciding suitable indicators for their English textbook.
- b.** English teachers in deciding the most appropriate textbook which will be used as one of the learning source.
- c.** International publishers in providing the most appropriate material based on the syllabus or curriculum used in the target market.
- d.** Students who are still in the process of learning English to find another source of learning under the situation when their English textbook are not adequate enough to support them in mastering English.