

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In place of a vital element in the ESL/EFL classrooms and programs, the importance of textbook becomes even greater in periods of change (Sheldon, *ELT textbook and materials: Problems in evaluation and development*. ELT Documents 126, 1988; Hutchinson & Torres, *The textbook as agent of change*, 1994; Richards J. C., 2001). Textbook is an almost universal element of ELT teaching which is being providers of input into classroom lessons in the form of texts, activities, explanations, and so on (Hutchinson & Torres, 1994). It could be examined as a language learning tool for both an overview and a close study of the exercises and language tasks set for learners (Sheldon, 1987). The textbook is also being a core learning resource for reaching the learning objectives (PP No. 13 tentang Perubahan Kedua PP No. 19/2005 tentang Standar Pendidikan Nasional, 2015).

Textbook is an “Agent of Change” by providing model lessons (Hutchinson & Torres, *The textbook as agent of change*, 1994). Mostly, when a new curriculum has just been introduced, textbook provide training for teachers in implementing a curriculum (Richards J. C., 2001). Then, textbook is also a vehicle for teacher and learner training as it can introduce changes progressively within a structured framework enabling teachers and learners to develop in coherence with the introduction of new ideas (Hutchinson & Torres, 1994). In some cases,

particularly in countries where teachers' target language and pedagogic competence are less satisfactory and in the dissemination process of a new curriculum such as in some South-east Asian countries and now in Indonesia (Dat, 2008, hal. 207), textbooks can also aid as a form of teacher training for inexperienced teachers by providing ideas on how to plan and teach lessons as well as formats that teachers can use (Richards J. C., 2001b).

Principally, as Swales observes (1980) in Sheldon (1987), the textbook is a 'problem' revealing a complex of difficulties in its creation, distribution, exploitation and, ultimately, evaluation. The fact showed that textbooks often claim too much for themselves, for instance by declaring to be suitable for all students at all levels (Sheldon, 1987). It has been a 'course book credibility 'gap' which the textbook becomes something to be suffered rather than enjoyed or used efficiently (Greenall 1984) in (Sheldon, 1987).

A book may be ideal in one situation because it matches the needs of that situation perfectly (Richards J. C., 2001). For those reasons, textbook evaluation is being important. Moreover, textbooks (Lampiran Permendikbud No. 81A tentang Implementasi Kurikulum 2013, 2013, hal. 85) as one dimension of curriculum documents are open to public evaluation/assessment to study their availability, readability and benefits (ketersediaan, keterpahaman, dan kemanfaatan) to users.

Besides being a matter of judging the fitness of something for a particular purpose, materials evaluation is essentially a matching process in which the needs and assumptions of a particular teaching-learning context are matched to available

solutions (Sheldon, 1987). Matching process according to (Byrd, 2001) and (Richards J. C., 2001) includes the evaluation of textbook with curriculum, teacher condition, and student condition.

## 1.2 Scope of the Study

Focus of the study is on analyzing the Teaching Learning Activities (TLAs) presented in the chapters of *English for SMA/MA/MAK Textbook (EFST), Year XI, 1<sup>st</sup> Semester* which is randomly chosen. It is published by the Center for Curriculum and Textbooks (CCT) of the Ministry of Education and Culture (MOEC) in support of the 2013 National Curriculum implementation.

## 1.3 Research Questions

Based on the background and the scope of the study, the main research question of the study will be as follows:

1. *How are the levels of cognitive skills in BRT represented in the textbooks' teaching and learning activities?*

To be more specific, the main research question above is broken down into the sub questions below:

- 1.1 *Which level of cognitive skills in BRT is more prevalent in the EFST TLAs?*
- 1.2 *How are the TLAs in EFST distributed in terms of lower-order and higher-order cognitive skills?*

#### **1.4 Purpose of the Study**

The study purposes at establishing a profile of the TLAs in the *English for SMA/MA/SMK/MAK, Year XI, Semester 1, Textbook (EFST)* in terms of the cognitive skills levels that cover both the process and knowledge dimensions described in the BRT proposed by Krathwohl and Anderson (Krathwohl D. R., 2002).

#### **1.5 Significance of the Study**

Findings of this proposed study is supposed to offer valuable information on the content of the EFST which is a compulsory series of EFL textbooks for use in all Indonesian secondary education. The study would be beneficial in the following ways:

1. It will contribute better comprehensions to teachers on:
  - How to interpret the 2013 Curriculum in to classroom TLAs, principally on how cognitive skills level can be represented in the activities;
  - How to perform related analysis on their own lesson plans to ensure sound TLAs that promote effectiveness of their teaching;
2. It will offer valuable information regarding the extent to which EFST meet its function to provide models for teachers on how to interpret the 2013 Curriculum in to classroom TLAs.

3. The study can be estimated to contribute to very little body of literature related to empirical pedagogic studies on EFL textbooks in Indonesian context.