

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*)

English Language in Indonesia is generally taught as a foreign language. Foreign language is not used for communication in certain country where those language is being taught.

English language teaching practices in Indonesia have done some innovation from time to time to improve the quality of English language teaching in Indonesia both in terms of policies and in term of implementation (Kinasih, 2014). English was first acquainted in the classroom by Grammatical Based approach. Since it brings more criticism because the approach is not contextual aims and emphasizes more on memorization, Communicative approach was introduced. Yet, the teacher did not really take the grammar into account in this approach while sometime it is also necessary for students. Nowadays, Genre Based approach is introduced as the successor of the previous approach. Genre Based approach is introduced in KTSP (School-Based Curriculum).

Textbook which is going to be analyzed by the researcher was published in 2008. It uses School Based curriculum. Therefore, it is important to understand what School based curriculum is.

School based curriculum basically is the action of adjustment of competence based curriculum (Mulyasa, 2004:40) in (Mualimin, 2015:30). As the essential of curriculum that needs to be update for fulfilling the demand of education in certain

era, school based curriculum is issued by government to carry on the purposes of the implementation of curriculum itself. Curriculum must have the function for adaptation, integration, differentiation, preparation, choosing and diagnostic (wijoyokusumo, 1988:8-9) in (Mualimin, 2015:35).

School Based Curriculum was formally issued by government in year 2005 based on *Peraturan Pemerintah Tahun 2005* about national standardization of education. It instructs all of school and *Madrasah* to develop the existence of School Based Curriculum based on standard competence of graduate and content standardization (Jumadi, 2011:1).

According to (BNSP, 2007) in national standardization education, School Based Curriculum is an operational curriculum that is composed and implemented by authorized educational unit. School Based Curriculum consists of the goal of education, structure and content of the curriculum, education calendar and syllabus (BSNP, 2006:5) in (Mualimin, 2015:29). According to (BSNP,2007) school based curriculum has appropriately developed based on its own relevance by every educational unit under coordination and supervision of official of education in Indonesia or religion department of districts for primary and secondary school. School based curriculum in Indonesia is developed to refer to some principles. (1) School based curriculum centralizes on the students potential, students development, students need, and society, (2) various and integrated, (3) update on the development of knowledge, technology and art, (4) relevance to live necessity, (5) comprehensive and continuously, (6) long life education, (7) balance in national content and regions content. Operational references of composing School based

curriculum are (1) improvement of belief in God and good behavior, (2) improvement of potential, shrewdness, and interest of students in compliance with student's growth and capability, (3) various of society's character and potential, (4) demand of occupation, (5) demand of development of nation and region, (6) improvement of knowledge, technology, and art, (7) religion, (8) dynamic of global expansion, (9) unity of nation and national value, (10) social condition, (11) gender equivalent, (12) characteristic of educational unit.

The main purpose of school based curriculum is to set basic shrewdness, knowledge, behavior, good morality in students mindset and give a relevant skill for helping students to be autonomous or help students to step their next education level (Jumadi, 2011:3). School based curriculum also divided the main subject group that is loaded in content standardization. Those are: (1) group of religion and morality, (2) group of civics and behavior, (3) group of science and technology, (4) group of art and (5) group of health and sport. Beside of that, local content are also included to fulfill the demand of students' skill development.

English in school based curriculum is included in group of science and technology. School based curriculum consider that English in school must give the students skill in communication both oral and written. It means that the curriculum has a target to make the learners are able in mastering four language skill. Communication competence is the ability for comprehending and producing oral and written text through four language skills those are listening, speaking, reading and writing (Kinasih, 2014:8)

Wells (1987) in Kinasih (2014:8) explains about the literacy level that consisted in the standard content of English in school based curriculum. The literacy level is performance, functional, informational and epistemic level. In performance level learners are expected to have ability in reading, listening, speaking and writing in the target language. In functional level, the learners are expected to use English in their daily life such as having conversation with another, buy something and read the manual or direction. In Informational level, the learners are expected to be able to access information without any doubt in miss perception. In epistemic level, the learners are expected to have ability to extend the knowledge in target language.

In junior high school, the scope of curriculum target in English as a subject is simple. The concern of literacy level that will be catch is only in performance, informational and functional level. Then, the detail competence will be seen crystal clear in syllabus.

2.2 Syllabus

Syllabus can be defined as the final part of school based curriculum that brings a crucial position in teaching learning process. According to (Sarino, 2013:6-7) syllabus is kinds of study planning on single or group of certain learning subject that covers to competence standardization, basic competence, learning material, learning activity, indicator, assessment, time allocation, and learning sources. In syllabus, competence standardization and basic standardization are extended into main learning material, learning activity and indicator for assessing. In fact, curriculum gives ease for implementing because teachers are given the authority to

develop syllabus bases on learners' needs. In developing syllabus, there are 8 principles that should be followed. (1)scientific,(2) relevant to student progress, (3) systematic, (4) consistency in component, (5) the scope of the components are appropriate for achieving basic competence. (6) actual and contextual, (7) flexible, (8) cover all of competence need (cognitive, affective, psychomotor). Furthermore, since there are various cultures that spread along Indonesia Republic region, the developing must include a source language's culture to make the material in the book becomes more down to earth. Ena (2013:17) cited in Lathif (2015:30) states that students will be more engaged in teaching learning process when their material includes and accommodates their own culture.

2.3 Ideas of Using Textbook

Since the fact proves that almost all of teachers in Indonesia rely on textbook in material presentation or even teaching learning guidance, the government participates to compose a good treatment than implement into curriculum to make the using of textbook in English language class becomes maximum in achieving the purpose of English learning process itself. Yet, there are some argument that the utilizing of textbook in teaching learning process is not really precise in language teaching class because it limits the learners only on reading and writing exploration.

According to Richard and Renanda in (Latif, 2015:16) textbook has two functions in class room, those are deficiency view and difference view. Deficiency view sees that textbook will be able to complement the weakness of teacher in the classroom and textbook is equipped by various tasks that can give the teacher a lot

choice for improving method in teaching learning process. Difference view sees that is very important for teacher in the class room to have an extensive and wide knowledge toward subject which is being taught. That is why a different expertise are included to compose the textbook to accommodate a various taught of expertise. Textbook often becomes a basic framework for teachers in the class in order to deliver the material (Hutchinson, 1994:8) in (Lawrence, 2011). Textbook also brings a lot of advantages in supporting teaching learning process. First, textbook provides material that is ready to be presented. It will help the teachers to focus on doing real teaching and they do not need to waste the time of preparing teaching material (Edge & Wharton 1998) in (Lawrence, 2011: 6). Second, the teachers also need any tools for controlling and measuring the progress of teaching and learning process. By doing a controlling, they can find a lot of ease to do evaluation than renovate the run of teaching learning process. Tomilson (2008) argues that one of textbook's function is to serve a reference point for teacher to do managing their teaching progress and also help the teachers having focus in teaching. Third, textbook relatively very useful for teachers or less experienced teacher that have less of confident in preparing and presenting the lesson. At least, textbook has passed the editing process that makes the content inside can be reputed as a safe content to be presented (Tomilson, 2008) in (Lawrence, 2011:7). For students, textbook is also beneficial. According to Litz (2005:15) in Lawrence (2011:7) when sometimes there is un-competence teachers in certain English language class than do an error in the material presentation, textbook can potentially become a savior for the students from teacher incompetency and deficiencies.

On the other hand, textbook also criticizes because of some weaknesses. Although textbook can become a great framework for teachers (Hutchinson: 1994) in (Lawrence: 2011), there is no guarantee that textbook will cover up the need of learners where it is possible that individuals as learners have a different way in learning (Lawrence,2011:8). Furthermore, it will be harm when the teachers only relying on textbook without preparing their own lesson. In fact, textbook often regarded as exam practice session rather than as tools for achieving good English acquisition (Tomilson, 2008) in (Lawrence, 2011:8). Teachers believe that textbook are always superior that make textbook often more become priority than their own ideas (McGrath, 2002) in (Lawrence,2011). In the end of the days, it is worried that the structure of textbook may inhabit the creativity during teaching learning process.

Tomilson (2010) argues that the disadvantages in textbook mostly happened because the authors of textbook rely on their intuition in composing textbook (Thomilson, 2008) in (Lawrence, 2011:8-9). Most of them also do not pay a lot of attention in applying the language acquisition principle in composing textbook (Thomilson, 2010). That is why evaluation of textbook is totally urgent to do.

There are some theories to lead up toward textbook analysis understanding. Those are instructional material, definition of textbook, the roles of textbook, process of designing text book, and appearance of textbook.

2.4 Definition of Textbook

In education, there are three important things that influence the process of teaching learning especially in the class room. Those are teachers, students and instructional material. Susetyo (2010:53) in Pujiastuti (2013: 12-12) argues that instructional material can defines as a set of material, whether in written or spoken form that is composed systematically in order to make kinds of environment that students-friendly for learning. Generally, instructional material brings a lot benefit for both of teacher and students. Prastowo in Lestari (2001:204) states that the instructional material also has a function to be an evaluation tools for achieving the result of learning. A good instructional material covers at least direction of study, competence that will be reached, content of study, supporting information, exercise, work procedure, evaluation and responses toward evaluation.

In its development, instructional material has been divided into several kinds. Those are Handout, book, Module, course book, lesson book and textbook. Textbook Book is an ideas containing science as a result of written curriculum (Kurniasih, 2014:60). The book is composed using simple language, interesting and include pictures, image, and bibliography. Prastowo in Lestari (2011:79) distinguishes book into 4 types as follows:

1. Book sources, is a book can be used as a reference and resources for specific science study because usually it contains a complete study of certain science.
2. Reading books, is a book with function as an only reading material for example story, novel, legend etc.

3. Handbook, is a book that can be used by teacher as a learning guidance in teaching learning process.
4. Textbook, is a book that is arranged for teaching learning process and contains an instructional material that will be presented.

Tarigan (2009:12) argues that textbook is a book that is designed to be used to support teaching and learning process, arranged carefully and prepared by the expert. While based on *Peraturan Menteri Pendidikan Nasional No 11/2005* explain that textbook is a reference book that must be used in the school containing instructional material in order to improve student skill in academic and direct students to have a good personality.

2.5 Designing Quality's Textbook

We believe that textbook has an important role in the modern education. Almost all of education program uses textbook as their supporting media in their teaching learning process. Realizing on that, it is significant to have a good understanding of textbook's quality. Greene and Petty in (Tarigan, 2009: 20) have made an assessment way for evaluating the quality of textbook:

- a. Textbook must attract user's interest in this case is students and readers.
- b. Textbook must be able to give motivation toward students and the users.
- c. Textbook must be able to contain the illustration that attracts students.
- d. Textbook must consider linguistic aspects ahead to student capability.
- e. Content of textbook must correlate to the others subject in order to make the teaching learning process becomes unity.

- f. Textbook must be able to stimulate the private activity of the students.
- g. Textbook must avoid a vague concept in order to make students are not confused of it.
- h. Textbook must have a clear point of view because it will possibly lead the view of the reader.
- i. Textbook must emphasize on value of children and adult.
- j. Textbook must respect individual differences between the users.

If we analyze the aim of standard assessment by Greene and Patty, we can simplify define the important point that should be owned by textbook. Textbook has to be able to transfer the value toward students in order to make students improve their sense in cognitive, affective and psychomotor by fulfilling all of aspect states above.

When the principle of value of textbook has been settled, the process of designing textbook also needs to be considered to result the real textbook with a high quality. According to Richard (2013:6) cited in (Lathif, 2015:17) the process of designing textbook is start with the understanding of nature of curriculum to be followed. After that, the design of syllabus is arranged. Here, a writer decides the goals, objective, language skill, learning experience, allocation of time and sources of the material. After that, the writer composes the arrangement of instructional material. Then, the next step are designing task and series of activity. This part has to accommodate the needs of students in evaluating the material that has been trough. The writer also needs to add some illustrations to arrange the picture, image layout or graphic to ensure that the textbook is attractive. The last is expert

judgment where textbook must be analyzed and criticized by the expertise on certain science in order to make the reliability comes higher.

2.6 Appearance of textbook

Textbook definitely needs to be composed interestingly for attracting the reader willingness to keep reading on textbook. For doing such a thing, the author of textbook needs to consider the combination of illustration, lay-out and graphic.

The authors must understand the arrangement of good lay-out in order to make the design of instructional material, objectives, function and event structure of text, exercise and type of activity are sustainable. As state by Litz cited in (Lathif, 2015:19) that lay-out and design of textbook refers to its organization and presentation of language item and activities.

Litz cited in (Lathif, 2015:20) add that textbook's illustration should be added and raised clearly. It could be in the form of chart, models, pictures and photograph are functioned to clarify the information in the textbook and add to aesthetics of the book. Illustration inside the textbook will definitely increase positive mood where it is very important for attracting students' interest to read it because we know that students of Junior high school are still very interested in the book containing various illustrations rather than texts.

2.7 Textbook Evaluation

There are several theories to support the understanding of textbook evaluation. They are textbook evaluation, textbook evaluation stage, textbook evaluation criteria, and evaluation tool.

2.7.1 Textbook Evaluation in General

Textbook evaluation can be defined as a procedure that is done to measure the whole aspect inside textbook whether it has been fulfilling the needs of students as a whole or not (Tomilson,2003 in Kinasih, 2014:44).

Tomilson and Masuhara (in Kinasih, 2014:44-45) underscore three types of textbook evaluation which are pre-use evaluation, whilst-use evaluation, and post use evaluation. Pre-use evaluation will measure the potential of textbook performance in the future. This evaluation, although less in reliability can be reduced by using criterion reference-items. Whilst-use evaluation examines the textbook that is being used. It can be considered as an objective evaluation with a high reliability as long as the evaluator uses measurement rather than prediction. Post use evaluation examines textbook has been used. It measures the effect of whole material that has been used by student whether or not textbook brings significant on students' cognitive, affective and psychomotor.

This research includes in whilst-use evaluation. The evaluation will be equated with PP no 19/2005 article 43 paragraph 2 that is limited the analysis in content, language, presentation and chart of textbook.

2.7.2 Textbook Evaluation stage

Harmer (2001:30) in Lathif (2015, 46-47) suggests about three stages of textbook evaluation. First is selecting areas for assessment. It means that evaluator makes the list of feature that is expected to look out in the textbook. Second is stating belief. It means that evaluator makes belief statement toward

concentrate areas are going to evaluate. Third is using statement for assessment. It means that evaluator uses belief statement as an assessment by listing the statement toward areas of evaluation than using tick and cross system. The researcher will conduct the study based on Harmers' suggestion.

2.7.3 Textbook Evaluation Criteria

Nation and McAlister (2010) in Kinasih (2015) suggests the criteria of textbook evaluation. Those are (1) Goals, content and sequencing, (2) Format and Presentation, and (3) Monitoring and assessment.

Criteria of goal, content and sequencing mean as following statement. The goal that is expected to reach by the book when book are used by learners. Book must help the learners to comprehend certain instructional material in the classroom that matches to the demand of students' need. It must suit to learner's age. The sequence of material in textbook must be arranged continuously in order to accommodate student necessity in comprehending the sequel of chapter in the textbook. It means that every chapter must be applied from very basic to the complex one.

Criteria of format and presentation deal with good arrangement of design, layout, illustration, or graphic that is enriched to make the book more attractive. More than that, the format is also related to the content and material inside the book. The presentation should consider a lot possibility such as the length of class time with regard to syllabus.

Assessment of the textbook has to bring a great number of reliability. It also must give the advisor the fitness of tools for doing some evaluation toward students' progress on certain subject that can be seen from the result in every chapter.

Mukundan, et.al in Lathif (2015:46-47) suggests another criteria of textbook evaluation that outlines two main parts. Those are general attribute and teaching learning content. In simply, general attributes means that textbook must developed based on syllabus. Textbook must be able to accommodate all of students' needs and suitable in every level of education. While teaching learning content deals with all of instructional material contains on the textbook. All of material and exercise must lead the students to the clear understanding on acquaintance English as a foreign language. All aspects must be granted interestingly where of course included four basic skill of English language teaching which are listening, speaking, reading and writing and the linguistic aspects like grammar, vocabulary, discourse and also pronunciation.

Meanwhile, Government also released two instruments for textbook evaluation. Those are content appropriateness and language appropriateness which are used to analyze the worthiness of textbook under school based curriculum.

Content appropriateness deals with all aspects that build textbook. The aspect is divided into two sub aspects namely material depth and material completeness. Material depth is related to the purpose of certain material is presented into textbook. All materials that have been arranged are appropriate for achieving the

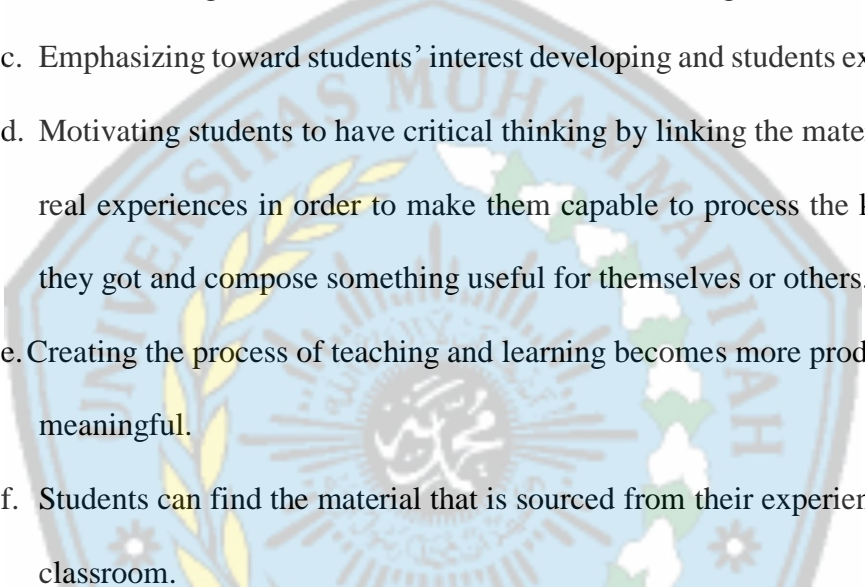
end goal of English teaching and learning. The completeness of material refers to scope of material where appropriately material has to cover all of students experience in the real life.

2.8 Contextual Teaching and Learning

Contextual teaching and learning is a concept of teaching and learning which helps students to link a material that is given in the class to real life circumstances. In contextual teaching and learning, students make connection between classroom subject matter to the real world situation (Bern and Ericson, 2001) cited in (Mustaghfirin:2013). It means that students must be able to actualize and implement all of the material from teacher or instructional media include textbook in the real world situation. Contextual teaching and learning refers the teaching learning process in students centered to solve the problem. The solving of the problem can use various methods. Group discussion will give the opportunity for students to work in team and learn from each other. This concept will motivate students to connect their experience with the material they got that has been proven to raise students achievement while enabling them to find meaning in their education (Parnell, 2001:54).

2.8.1 The Goal of Contextual Teaching and Learning

Contextual teaching and learning is a strategy that is aimed to help students finding out the significance of academic material by linking the academic subjects to real life circumstances contexts (Sugiyanto,2007). The goal of contextual teaching and learning are mentioned in detail below.

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- a. Motivating students to understand the meaning of subject matter that is received in the class by linking it to the real life circumstances. The understanding of students will lead them to have skill and knowledge that is applicable in solving problems in daily life.
 - b. Emphasizing the students that teaching learning process is expected to give understanding toward students rather than memorizing.
 - c. Emphasizing toward students' interest developing and students experiences.
 - d. Motivating students to have critical thinking by linking the materials to the real experiences in order to make them capable to process the knowledge they got and compose something useful for themselves or others.
 - e. Creating the process of teaching and learning becomes more productive and meaningful.
 - f. Students can find the material that is sourced from their experience outside classroom.

Based on Sugiyanto ideas, we can define that generally the goal of Contextual teaching and learning is to lead the students for having integrated process in teaching and learning. When the experiences are matched up to applicable material in the textbook, students have more opportunities in order to explore their potential. Then, the textbook is aimed to accommodate all of goal that is expected by contextual teaching and learning. Textbook is expected to carry the material that is possibly implementable in the real life circumstances.

2.8.2 Application of contextual teaching and learning

Behaviorism is the nature of learning language. Students need to practice the language skill in every moment as often as they can. Contextual Teaching and learning is aimed to make the learning materials become applicable to the real life circumstances (Sugiyanto, 2007). By using textbook which is contextual oriented, students have more opportunity for practicing or studying independently and more meaningful. For achieving the purpose above, the materials that are served inside textbook must at least reflect the requirements below:

a. **Relating**

Contextual teaching and learning is a process that link the subject material in the classroom to real life circumstances. It means that teacher must set the situation that relate between material and the problem of student's daily life.

b. **Experiencing**

Study is an activity of "experience". Students are expected to do exploration toward the material that is being learned than they are expected to find a new thing from what they just learned by linking it to their experience.

c. **Applying**

Study emphasizes on the process of demonstration of knowledge and the use of the knowledge.

d. **Cooperative**

Study is a process of collaborative and cooperative by means a group activity and interpersonal communication.

2.9 Conceptual Framework

In area of English textbook evaluation, Government has issued an instrument to evaluate textbook. The instrument covers criteria of textbook evaluation which is content. In this research, researcher modifies the instrument from the government by enriching some aspects in content aspect with other criteria. Researcher proposes the criteria from experts like Nation and Macalister (2010).

The instrument to evaluate the textbook consists of some criteria. The criteria drawn from the main major aspects. That is content aspect. The aspect is broke down into some sub-aspects. The sub-aspects will be elaborated into some areas. Then, items will give detailed and specific explanation of such area to reflect the ideal condition that should be achieved by a textbook. The detail were provided in appendices.

