

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Worldwide, English is a means of communication in almost any fields of life. It encourages countries to put English as one of the important subject which must be learned at school. Indonesia is one of the countries. In Indonesia, pupils in primary school until students in high school learn English as a foreign language. Even English is also taught at several kindergartens.

Learning and acquiring English as a foreign language is certainly not as simple as acquiring bahasa Indonesia, their native language and their mother tongue. They are similar in the acquisition process but the learning conditions are quite different. Brewster (2007) stated in case of learning condition of acquiring the foreign language, the pupils and students do not have as much time as in learning and acquiring the first language. Furthermore, he also stated there are four phases which are undergone by learners. Firstly, they work out rules about how the language works. The second one is they generalized these across a group of similar instances. Next is the phase when they go on to over generalize or to use rules where they are not appropriate. And the last phase is the learners use it correctly.

English Language Teaching textbooks play a very important role in language learning and acquisition, especially in classrooms. Textbooks are considered the basis for many language inputs that learners gain and language practices that occur in the classroom (Richards, 2001). In addition to that, the basis for the content of the lessons, the skills being taught and the kinds of language practice the students take part in are also provided by textbooks.

Textbooks should not only make students to learn, but also be suitable with students' needs. Since English in Indonesia is a foreign language, the textbooks being used in Indonesia have to

deal with the learners' needs. Park (2002) stated that in EFL situation, students hardly ever have chances to use English outside the classroom. That is why English textbook seems to be the only source by which students receive input. It means also textbook is the main instrument in teaching and learning process.

In fact, there are a lot of textbooks which are offered and provided. Several aspects should be considered in choosing textbooks. One of the aspects which teachers should pay attention is the age of students. Textbooks for high school students and for primary students must be different in many ways such as physical format, components, methods, etc. Since primary school students are categorized as young learners, everything should be sized and made 'special'. By nature, young learners are special. They have their own characteristics. They are curious, mobile, active, full of imagination, like to talk, cannot think something abstract, are good in imitating, like to play and have fun activities and many more. Though they have limited vocabulary and grammar, they are good language learners.

Yet, in Indonesia the characteristics are more complex. Some of primary school students did not get any exposure of English in their kindergarten. Some of them may learn English at courses or at home where their parents are active to teach them English. Another problem is that some or even most of them are still learning their first language. They are still learning to listen, to speak, to read and to write in Bahasa Indonesia. Later, some of them may get difficulties in learning English as foreign language. As we know there is a notion that competency in the first language influence the learning process of second or foreign language. So, in case of choosing appropriate textbook is a kind of big problem.

There are many textbooks which are used in teaching and learning English as foreign language in Indonesia. They come from local or even overseas publishers. The *English Chest series* is one of English textbooks which are used in Primary School. It is a six-level textbook

which is designed for young EFL students in Indonesia. English Chest series was published in 2012. Several schools and English teachers have chosen this textbook for their students. It is claimed as a textbook which is fresh, interesting to study and is guaranteed that students of all learning styles will find entertainment and satisfaction in them. Yet, as far as the researcher's observation, there are limited studies which evaluate and analyze how far this textbook meets the criteria of good EFL textbook comprehensively. The goal of this study was to evaluate, analyze, and critique the English textbook entitled *English Chest series*. It dealt with to determine to what extent *English Chest* textbook meet the requirement of good level of EFL textbook for young learners.

Moreover, one of the significant aspects which must be considered in selecting textbook is whether there is an agreement between the textbook and curriculum applied. Curriculum has to do with syllabus. A syllabus is a plan showing the subjects or books to be studied in a particular course. Breen and Prabhu (in Gurbuz 2013) stated that syllabus can be seen as a plan of what we are going to do in the classroom in our teaching and learning process. In a straightforward definition, Ur (2012) stated that syllabus is a document which presents information on what topics or content are to be covered in a course of study. It is so important that it concerns with the specification and planning of what is to be learned and achieve in the end of learning. Since the curriculum applied is curriculum of unit lesson-based (*Kurikulum Tingkat Satuan Pendidikan / KTSP 2006*), the researcher would like to get deeper understanding and evaluating whether these series are still appropriate in his classroom in accordance with the syllabus.

Furthermore, textbook evaluation has purpose to provide feedback on how well the book works in practice and how effective it achieves it aims. It will be a good benefit for teachers who are going to use a particular textbook. As a result, if there are not many evaluations, teachers do not gain any views about the book. This study is going to investigate and evaluate the *English*

Chest series. Though this textbook has been used by teachers and students in several schools in Indonesia, yet, there are limited comprehensive studies or evaluations which are conducted on this textbook.

1.2 RESEARCH PROBLEM

Textbook is one of the most important resources for EFL classrooms in primary education. The evaluation to determine to what extent a particular book meets the requirement of good English textbook for young EFL learners is needed. The *English Chest* series is one of textbooks which is designed specifically for young EFL students. The question which appears is whether the *English Chest* textbook meets the requirements of syllabus which is applied in elementary school in Indonesia and whether the textbook is designed according to the principles of teaching English to young learners. In order to gain that answer, this study will evaluate *English Chest* textbook in terms of physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content.

1.3 RESEARCH QUESTIONS

Related to the problems in the previous subchapter, this study was conducted to answer the following research questions:

- To what extent does the English Chest series fulfill the criteria of a good English textbook for young learners in terms of:
 - a. physical format
 - b. subject matter
 - c. page layout
 - d. vocabulary and structure
 - e. graphic elements

f. content

- Does this textbook meet the requirements of the syllabus of teaching English in primary school in Indonesia?

1.4 OBJECTIVE OF THE STUDY

This study explores the answer whether *English Chest* textbook fulfills the criteria of a good English textbook for young learners in terms of physical format, subject matter, page layout, vocabulary and structure, graphic elements, and content. Furthermore it also investigates whether the textbook is in accordance with the syllabus of learning English in Indonesia.

1.5 THE SIGNIFICANCE OF THE STUDY

The findings and discussion of this study are expected to be useful information for teachers, book publisher, and for future researchers. Teachers may get information about this book and help them to decide whether this book meets the criteria of their syllabus. For the book's publisher, this useful information encourages further developments which reach the high level of appropriateness English textbook for young EFL learners. Finally, the future researchers may conduct further studies about evaluating and selecting the best material, and especially evaluating *English Chest* using the other terms of criteria. Last but not least, this study was expected to give more contribution for the further research and to people involved in the English education field.

1.6 LIMITATION OF STUDY

English Chest textbook published by PT Asta Ilmu Sukses in Indonesia under the license of Compass Publishing is selected as the material which was evaluated. It was written by Liana

Robinson and edited by David Paul. It is the 10th edition and it was first printed in 2011. *English Chest* series are six-level comprehensive language program for young EFL learners in Indonesia.

The researcher chose only several basic criteria to limit this study. The evaluation which was conducted was in terms of the physical and utilitarian attributes, the efficient outlay of objectives and supplementary materials and the learning-teaching content. The researcher would explore all the series of *English Chest* (grade 1-6).

The syllabus which is presented is syllabus of teaching and learning English in Indonesia based on *Kurikulum Tingkat Satuan Pendidikan / KTSP 2006*.

1.7 DEFINITION OF RELATED TERMS

1. **Evaluation** is a decision about the appropriateness of something for a particular goal (Hutchinson and Torres, 1987). It is the act of considering something to decide how useful or valuable it is (Longman Dictionary of Contemporary English, 2004)
2. **Textbook evaluation** is basically a straightforward, analytical matching process: matching needs to available solutions (Hutchinson & Waters, 1987, p.97, cited in Sheldon, 1988)
3. **Young EFL learner** are learners in elementary school aging 7-12 years old who are learning English as foreign language **not the first or second language**.

1.8 ORGANIZATION OF THE STUDY

Organization of the study is in order to make the reader easier in understanding the study. This research paper is arranged in five chapters as follows:

Chapter 1 is introduction that consists of background of the study; research problem; research question; objective of the study; significance of the study; limitation of the study; definition of related terms; and organization of the study.

Chapter II is literature review which deals with the role of textbook; key features of textbook; textbook evaluation; criteria of evaluation; content analysis; young learners, textbook and English language teaching; syllabus; syllabus of KTSP 2006; and previous study.

Chapter III is research method, which consists of research design; source of data; instrument and data collection; and data analysis.

Chapter IV deals with the findings and discussion. It consists of English Chest textbook as a good English textbook for young learners; discussion; the syllabus of English Chest textbook and the syllabus of teaching English in primary school in Indonesia; objectives and content of syllabus of English Chest textbook; similarities and difference of the syllabus of English Chest textbook and the syllabus of teaching English in primary school in Indonesia; and discussion.

Chapter V is the last chapter, consists of summary; implication of the study; and recommendation for further study.