

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1. Background**

Curriculum is the broad picture of education system. In Indonesia, the education curriculum has been changed for several times. The changing of the curriculum is aimed to provide better quality of education in Indonesia. Nowadays, Indonesia is using a school- based curriculum or called KTSP (Kurikulum Tingkat Satuan Pendidikan). This curriculum has been being applied at schools in this country since 2006. One of the special advantages of KTSP is the school has autonomy to develop their school curriculum by their own characteristics. Teachers are expected to teach creatively since they can develop their own syllabus.

Group of teachers under the supervision of the coordinator and school committee or called MGMP (Musyawarah Guru Mata Pelajaran) develop their own syllabus. The syllabus for English subject is called English syllabus of KTSP. Teachers should develop the components of the English syllabus. The components of a standard English syllabus of KTSP are standard competence, basic competence, indicators, materials, time allotment and learning source ( Bambang, 2010).

In EFL setting, instructional materials are the main instrument used to achieve the English objective in the teaching learning process. It is in line with Harjanto et al (2011) who states that instructional materials in EFL setting are the

foundation of school instruction and the primary source of information for teachers and students. In the English syllabus of KTSP, the English objectives are the basic competencies which are explored from the standard competence. Standard competence and basic competencies are the only components of the English syllabus of KTSP regulated by the Minister of Education in the Act of Ministry no.22/ 2006. Therefore, the chosen instructional materials should be based and meet the basic competencies in the English syllabus of KTSP.

There are many instructional materials can be used such as course book, work book, newspapers, magazines and others. However, compared to the other types of instructional materials, course books have the most crucial role to achieve the English learning objectives. It is in line with Higgs (1982) who says that it could not be denied that course book is an essential part in curriculum, including in learning foreign language. Further, compared to the other types of the instructional materials, course books and work books are the most available ones. There are varieties of English course books available at the market which the publishers claim that the materials are based on and meet the objectives of current curriculum, KTSP 2006. However, teachers should be careful with these claims; considering that Cunningsworth (1995) says that no coursebook design for a general market will be absolutely ideal for a particular group of learners.

Therefore, the groups of teachers who are developing the English syllabus of KTSP for their own school should be careful in choosing good English course book for their students. They should evaluate the materials presented in the course book so that the materials are relevant to the English basic competencies as

the English objectives regulated by the Minister of Education. It is in line with Cunningsworth (1995) who states that good course book should correspond to learners' needs, in the sense that they have to meet the basic competencies of English as stated in the English syllabus of KTSP.

The researcher of this study chooses to evaluate an English course book titles *Look Ahead*. She chooses to evaluate this course book since this course book is used by some qualified senior high schools in Surabaya such as SMAK St Louis 1, SMAK St Louis 2, SMKN 9, SMA Al Hikmah, SMAK Frateran and SMA Muhammadiyah 1 in Sidoarjo. Furthermore, Erlangga as the publisher of this book claims that *Look Ahead* has been made based on KTSP 2006. They claim that the materials in the *Look Ahead* are compatible with the English basic competencies stated by the Minister of Education in the Act of Ministry Education no. 22/ 2006 and standard of graduate students in Act of Ministry Education no. 23/ 2006. However, the claims of the publishers should not be taken for granted since they have not ever published the result of the evaluation which shows that the materials in *Look Ahead* are relevant to the English basic competencies. Therefore, evaluation toward the materials in *Look Ahead* is important to be conducted. The weaknesses and strengths of the materials in *Look Ahead* evaluated in this study might give insights for teachers who are using this course book. Teachers who are using *Look Ahead* as the main course book to teach the English subject are expected to find advantage from this study. By finding the weaknesses and strengths of materials in this course book, teachers are expected

to use this course book wisely to achieve the basic competencies stated in the English syllabus of KTSP.

However, not all materials are evaluated in this study. The materials evaluated are only the reading materials. Reading is necessary to be evaluated since reading is considered as first step in learning other skills. It is supported by Millan (1991) who states that reading is a basic to the improvement of other language skills and the expansion of knowledge. In addition, he says that reading is the skill that could help students to achieve their greatest ability at the end of their language study.

The reading materials evaluated are reading texts and exercises. The researcher specifically evaluates types of the reading texts. Text Types required in the English syllabus of KTSP for senior high school students are short functional, recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion and review. The researcher will find out and describe to what extent the text types presented in the course book are based on the text types required in the basic competence of reading in the English syllabus of KTSP.

Then, reading exercises presented in the Look Ahead should guide students to achieve the reading taxonomies in the English syllabus of KTSP. Previous curriculum explicitly stated the indicators of English reading in the syllabus. Students who achieved the indicators were considered succeed to achieve the basic competence. However, KTSP as the latest curriculum of this country does not explicitly mention indicators that should be achieved by the

students. Therefore, the researcher of this study consult the reading taxonomy by Anderson and Krathwol (2000). There are six reading taxonomies that should be achieved by the students: remembering, understanding, applying, analyzing, evaluating and creating. They are graded from the lowest to the highest level. Anderson's taxonomy is the revision of Bloom's. Bloom (1956) finds that people are too often stuck at the lowest levels of the reading taxonomy and never move onto the higher levels, which are the higher orders of thinking.

In the study, the researcher her self and checklists are the appropriate instruments for the study. There are two checklists used in the evaluation. The first checklist is used to evaluate the text types presented in the course book. Then, the second checklist is used to evaluate the reading exercises presented in the course book. The study is done and described qualitatively. Objectivity of this study is considered as well. Therefore, the researcher asks a favor from a colleague to evaluate this course book together with her. So, there are two evaluators involved in this study.

## **1.2 Research Questions**

Based on the background above, the writer focused on some problems to be evaluated in this paper:

1. To what extent are text types presented in *Look Ahead* course books compatible with text types required in the *English Syllabus of KTSP*?

2. To what extent are the reading exercises presented in *Look Ahead* course books compatible with the reading taxonomy in the *English Syllabus of KTSP*?

### **1.3. The Purpose of the Study**

Based on the statement of problems above, this study was conducted:

1. To describe the compatibility between text types presented in *Look Ahead* with text types required in the *English Syllabus of KTSP*.
2. To describe the compatibility between reading exercises presented in *Look Ahead* with reading taxonomy in the *English Syllabus of KTSP*.

### **1.4. The Significance of the Study**

The result of this study is expected to be helpful for teachers who use *Look Ahead* course books at school. They would know the compatibility of the text types and reading exercises presented in the coursebook with the basic competence of reading in the English syllabus of KTSP. Thus, teachers would be able to recognize the weaknesses and strengths of the course book based on the presence of the text types and the reading exercises. It is expected that the result of this study may serve as an input for teachers while using the *Look Ahead* so that they may use it wisely to achieve the basic competencies of reading stated in the English syllabus of KTSP.

### **1.5 The Scope and Limitation of the Study**

In evaluating the course book, the researcher needed to define the scope and limitation in order to get focus on the evaluation. These were the scope and limitation of the study:

1. The researcher only evaluated text types and reading exercises presented in the reading materials of the series of Look Ahead course books.
2. The reading exercises evaluated are all comprehension questions and tasks following each reading passage.
3. Other skills of English integrated in the reading materials were not evaluated since this study only focus on the reading materials.

### **1.6 Theoretical Framework**

Theory of course book evaluation and *English Syllabus of KTSP* are the major theoretical frameworks in this study. Since a course book contains materials which are going to be taught to the students in the teaching learning process, it is compulsory to match the materials themselves with the recent curriculum which contains the goals and objectives of the program. Nunan (1991:209) states that it is important to match the materials with the goals and objectives of the program. So, it could be deduced that the materials in the English course book must be relevant to the basic competencies stated in the *English Syllabus of KTSP* as the objectives of the English learning in this country. The basic competencies are stated in the Act of Education Ministry no 22/ 2006. In the *English Syllabus of KTSP*, the government only requires the standard and basic competencies of teaching English. The

government does not require any indicator of learning English to be fulfilled by the students as the previous curriculum. In the previous curriculum, students need to achieve the indicators which are rigidly regulated by the government. Therefore, in this study, the text types and reading exercises are based on the basic competence of reading stated in the English syllabus of KTSP and some supporting theories of reading comprehension.

In the reading materials of a course book, there are two parts that could be evaluated. They are the reading texts and the reading exercises. There might be many kinds of analyses could be conducted for the reading texts. However, this study only analyzes types of the reading texts presented in the Look Ahead course books.

The text types presented in the course book should be based on and meet the text types required in the *English Syllabus of KTSP*. Furthermore, the reading exercises as the reading materials should also be compatible with the basic competencies of reading stated in the *English Syllabus of KTSP*. The basic competencies of reading stated in the English KTSP require students to be able to respond meaning and rhetorical move of a reading text. Therefore, the reading exercises evaluated should help the readers to respond the meaning and the rhetorical steps of the reading texts presented in the Look Ahead course books.

### **1.7 Definition of Key Terms**

Before further discussion, it is necessary to define some key terms used in this study:

- Evaluation is a systematic gathering of information for purposes of making decision.
- KTSP (Kurikulum Tingkat Satuan Pendidikan) is a school- based curriculum which was applied in Indonesia in 2006 to 2012.
- English syllabus of KTSP is an outline or a summary of a course of studies to achieve a specific learning objective of English interpreted from the KTSP. The elements of English syllabuses are Standard of Competences, Basic Competences, Learning Materials, Learning Activities, Indicators, Assessment Techniques, Time Allocation and the Learning Sources.
- Compatibility is a match of materials in the English course book with the basic competence in the English syllabus of KTSP.
- Reading taxonomy is a system of classification usually in a hierarchical structure of reading.
- Reading exercise is question or task which follow each reading passage to guide students to comprehend the message of the text.

## **1.8 Organization of the Thesis**

The study consists of five chapters. Chapter I deal with the background of the study, the statement of the problems, the purpose of the study, the theoretical framework, and the significance of the study, the definition of key terms, and the organization of the study. Chapter II discusses the review of related literatures and related studies. Chapter III presents the research methodology.

Chapter IV deals with the findings and discussion. Finally, Chapter V concerns with the conclusion and suggestions.