

Chapter One

Introduction

In this chapter, it discusses the background of the study, the statement of the problem, the research question, the purposes of the research, the significances of the research, and the outline of this research.

Background of the Study

Teachers' competences are regulated by the government in The Law of Republic Indonesia Number 14 in 2005 about Teacher and Lecturer. It says that teacher's competences consist of pedagogic competence, personal competence, social competence, and professional competence. The most important competence from the four of them is pedagogic competence. Pedagogic competence is already regulated by the Law of Education Ministry Number 16 in 2007 as well. It proposes that the teachers in all subjects must have the categories of pedagogic competences. Some of the categories are; teachers should master the principle of teaching and learning, develop the curriculum of the subject, and build the learners potential. When those competencies can be developed and applied, it will make the teacher easy to teach the learners and get ready to face problems in teaching and learning process. Those competences are not only needed for teaching skill, but also needed for producing instructional materials.

Teachers' competences can be developed as early as pre-service teacher training. Additionally, teacher competences that should be advanced by pre-service teachers are not only for their teaching skill, but also for their skill to

create the instructional material. Material cannot be separated from the teaching and learning process since it can be aids for teachers to teach the learners. English Language Center (as cited in Tomlinson, 2001, p. 67) said that “every teacher is a material developer”. As a result, teachers should be able to create their own material. Then, it is quite common for pre-service teachers to learn how to create material which relate to the ability in developing material in teaching and learning process. It will be beneficial for pre-service teachers to know and design their own material since they can practice and make decision about the kinds of material that will be used based on the environment in the classroom, establish the availability of the resource based on the cultures, background, and learners’ need, and provide the up-to-date material which can motivate and engage the learner (Howard & Major, 2004). Thus, designing material in teaching and learning process is compulsory to be learned by pre-service teachers, mainly pre-service teachers at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) in order to accustom their skills in providing resources and objectives in teaching process.

EED is one of the language majors in Language Education Faculty of Universitas Muhammadiyah Yogyakarta. EED of UMY provides a course that should be taken by pre-service teachers, so that they are able to learn and create a material for their teaching process in the future. The course is Material Design. In this course, the pre-service teachers at EED of UMY learn how to make materials for teaching and learning as well. Material Design course has 4 credits in each meeting. The pre-service teachers at EED of UMY have to create and write

materials for teaching process in the form of textbook. Making a textbook is one of the assignments for them in this course. Through writing the textbooks, the pre-service teachers can practice to choose and make material for teaching. Then, pre-service teachers at EED of UMY are free to select the material. Therefore, textbooks written by pre-service teachers at EED UMY should be analyzed. It is significant to analyze the textbooks which were made by pre-service teachers at EED UMY in order to know whether the textbooks' content are acceptable and relevant or not to be implemented in teaching and learning process because textbook is an crucial source of input in English language (Tok, 2010).

Statement of the Problem

Textbook is the most common material that teacher or school used in teaching and learning process especially for English language. Textbook can be used as link between the schools and home (Brewster, Ellis, & Girad, 2002). However, teacher should select the textbook which are appropriate and comprehensive. In selecting textbooks, it should match the aims and objectives of the program (Cunningsworth, 1995). Aims and objectives represent the needs of the learners in learning English. Regarding to the aims and objectives of the learners, there is a curriculum which regulates them. Curriculum is used “-to evaluate the adequacy of existing syllabus, curriculum, and material” (Richard, 2001, p. 55). It also provides the competence based on the language learning that will be taught. Additionally, in creating the material, it should be coherent and reliable to the standard and competence based on the curriculum.

On the other hand, textbook as material for English language teaching can provide all skills that are usually used in academic purpose or communication in daily life. Textbook might provides the activities for the language skills such as reading which provides set of reading texts and the exercises; secondly, writing provides compositions and list of topics about what the learners will write; thirdly, speaking provides passage to be read and discussed; fourthly, for listening skill, textbook may be supported by audiocassettes or CDs (Richard, 2010). In addition, Cunningsworth (1995) asserted that “the skills dimension complements the dimension of grammatical/lexical phonological knowledge” (p. 64). The pre-service teachers at EED of UMY are required to write textbooks as material instruction through Material Design course. Further, aims and objectives and language skills are the main aspects in English teaching and learning process. It should be considered whether or not aims and objectives and language skills in textbooks written by pre-service teachers at EED of UMY are suitable to be implemented in English teaching and learning process. Aims and objectives and language skills are important for the ability in achieving the spoken and written communication purposes. For that reason, textbooks written by pre-service teachers need to be examined since there is no related study has been conducted. The researcher wants to carry out a research in analyzing the textbook written by pre-service teacher at EED UMY.

Research Question

Based on the statement of the problem, this research is willing to answer the following questions:

1. To what extent do the textbooks correspond to the aims and objective of curriculum used?
2. To what extent are the textbooks acceptable in terms of language skills?

Purpose of the Research

This research has two purposes in order:

1. To evaluate the aims and objectives of the textbooks.
2. To find out whether the language skills in the textbooks are acceptable or not in English teaching and learning process.

Significances of the Research

The purpose of making textbook in Material Design course is to develop the pre-service teachers' abilities in creating their own material for teaching and learning process. Through analyzing the textbooks that are made by pre-service teachers at EED UMY it can give benefit for:

Lecturers. This study will be beneficial for the lecturers at EED UMY; the result of the study can be used to aid the lecture of Material Design course at EED of UMY in improving the pre-service teachers' competence in creating material especially textbooks.

Pre-service teachers. It also will be beneficial for the pre-service teachers particularly at EED of UMY who want to write materials such textbook to recognize and to understand the theory and practice in creating textbook. After they know the result of this study, they can consider the aspects that should be added, recovered, or avoided.

English Education Department. The result of this research can be as a consideration for this major to make textbooks which are relevant and reliable which can be implemented in English teaching and learning process.

Researchers. The result of this research can give information for other researchers in analyzing and evaluating the textbook written by pre-service teachers at EED of UMY in general. In other word, this study can be a reference for the other researchers in analyzing the textbook written by pre-service teachers at EED of UMY deeper in the future, or who want to conduct similar topic.

Outline of the Research

This research proposal consists of three chapters. In the first chapter, it discusses the background. Instead, there are five parts such as statement of the problem, research question, the purpose of the research, significances of the research, and the outline of the research. Chapter two discusses literature review that is related to the textbook and conceptual framework. Chapter three discusses the methodology of the research. The methodology involves research design, and data collection procedures. In addition, chapter four elaborates the findings and discussion. Lastly, chapter five discusses the conclusion and recommendation of the study.