

**THE EVALUATION OF ENGLISH TEXTBOOK  
FOR THE FIRST YEAR STUDENTS OF VOCATIONAL SCHOOL  
BASED ON THE SCHOOL LEVEL-BASED CURRICULUM**



**RESEARCH PAPER**

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

**HENNY SEPTINAWATI**  
**A 320 040 150**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2008**

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In vocational school, it is hoped that English teaching can make the students professional in their next jobs. This makes the curriculum of English in vocational school different from the curriculum of senior high school. The difference here is especially in the material.

To support the demand of good English ability, education needs something to guide the teaching learning process. Curriculum is the core to answer the need above. Curriculum concerns with the planning, implementation, evaluation, management, and administration of education programs. Syllabus, on the other hand, focuses more narrowly on the selection and grading of content (Nunan, 1998: 9).

National Education Minister's Regulation No 22/2006 on Education Content Standard (and No 23/2006 on Passing Grade Competency Standard) introduces the School Level-based Curriculum in Indonesia. As widely reported, the National Education Ministry starts launching the School Level-based Curriculum or better known as the 2006 curriculum in 2006/2007 academic year. This curriculum gives wider autonomy for each school to develop their own curriculum by taking into account the potentials of schools and the surrounding region. (Media Indonesia: 04/10/06)

The implementation of School Level-based Curriculum in teaching also considers the use of English textbooks. The function of English textbooks is very important. Beside it provides the new information of knowledge and skills, the textbooks also consist of learning guiding on the form of activities, which guide the students to achieve the competency.

As an English teacher, she/he cannot avoid using a textbook, which is important to give instruction at school. It is not only the teacher but also the students who use the textbook. Brown (1994: 145) argues, “that the most obvious and most common form of material support for language instruction comes through textbooks to support the success of teaching learning process“.

Nowadays there have been many English textbooks published to fulfill the need of English textbooks. Due to this condition it is the task of the English teacher to choose a textbook that is appropriate to her/his students. This is because there is no perfect book that can fulfill various kinds of students’ needs. “No textbook designed for a general market will be absolutely ideal for particular group of learners” (Cunningsworth, 1995:5).

Knowing this fact, evaluation of English textbook is really needed to get the appropriate English textbook that is suitable with the learners’ needs. Evaluation means to gain information as a decision making based from the information that is gotten the teacher can choose the most suitable book for her/his students. “Evaluation is matter of judging of fitness of something for a particular purpose. Evaluation is concerned with relative merit. There is no

absolute good or bad, only degree or fitness for the required purpose” (Hutchinson and Waters, 1986: 96).

The English textbook that used for the first year students of vocational school is entitled “*Bring Me to the World of a Professional Worker English for Vocational School Book I*” written by Nanan Suryana and published by Armico Bandung. The book is designed to fulfill the requirements of the English syllabus, which is matched with the School Level-based Curriculum. “*Bring Me to the World of a Professional Worker English for Vocational School Book I*” is particularly designed for Vocational School or in Indonesian it is called *Sekolah Menengah Kejuruan* (SMK). It is developed in accordance with the 2006 competency-based curriculum; the greater part of the course is devoted to listening, speaking, reading, and writing as well. In the 2006 competency-based curriculum, the main purpose of learning is based on the achievement of its own competency. So all activities are carried out in the class focusing on the one goal, that is to gain the ability/competency in using language in communication. In other words it is intended to force learners how to use language in different situations for different communicative purpose. And the methodology of writing *Bring Me to the World* is always basis for learning how to communicate in English. We learn to communicate by practicing communication. This is the principle underlying of developing students’ competencies in English use.

**B. Limitation of the Study**

The writer limits the study on the materials of speaking in the textbook *“Bring Me to the World of a Professional Worker English for Vocational School Book I”*.

**C. Problem of the Study**

In this study, the writer formulates the following problem: are the material of speaking in textbook *“Bring Me to the World of a Professional Worker English for Vocational School Book I”* is suitable with the materials of speaking in the School Level-based Curriculum?

**D. Objective of the Study**

Based on the problem of the study above, the objective is the judge whether the materials of speaking in textbook *“Bring Me to the World of a Professional Worker English for Vocational School Book I”* are suitable with the materials of speaking in the School Level-based Curriculum or not.

**E. Benefit of the Study**

The writer hopes that this research contributes two advantages they are:

### 1. Theoretical Benefit

The result of this study can give some distribution to others who want to evaluate English textbook based on the School Level-based Curriculum,

The result of this study is useful as the reference for those who want to conduct a research on an evaluating textbook.

### 2. Practical Benefit

The teachers knows the appropriate textbook that can be used in teaching-learning process, and the teachers know how to evaluate of textbook.

## **F. Research Paper Organization**

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters as follows:

Chapter 1 is introduction that consists of background of the study, problem statement, objective study, benefit of the study, limitation of the study, and research paper organization.

Chapter II consists of previous research and theoretical review including the School Level-based Curriculum, the standard basic of speaking materials for first semester of vocational school, the speaking materials, the course book, and the evaluation.

Chapter III is research method, which deals with the type of research, object of the study, type of data sources, method of collecting data and technique for analyzing data.

Chapter IV deals with the data analysis and discussion. It consists of data analysis and discussion of the findings. In this phase, the writer presents the evaluation of the English textbook based on the School Level-based Curriculum and the result of data analysis.

Chapter V is the last chapter, consists of conclusion and suggestion.