

# CHAPTER I

## INTRODUCTION

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

In Indonesia, English teaching-learning process has been conducted from secondary schools to university. Since 1994, English has been introduced to the students of junior high schools. The aim is to motivate and encourage the students so that they want to pay attention more in class. Success will be achieved if they pay enough attention to the lesson in the teaching-learning process.

The implementation of teaching-learning process, including English teaching learning process and teacher has an important function to make reciprocal relationship with the students. As stated by Surahmad (1984: 44), the first man who is responsible for achieving the goal of teaching is the teacher. The student in mastering the subject will greatly depend on the presentation of material given by the teacher beside the ability of the students themselves. The teacher may use the goal formulated as a guide in choosing the method of teaching.

In teaching-learning process, teachers should not only teach the students but also have to select the books used in teaching-learning process. Books are the most important factor needed by the teacher a guide in teaching-learning process. To get success in teaching-learning process, the teacher should select a book based on the curriculum.

The curriculum applied by the Indonesian government nowadays is Competency-based Curriculum. According to the conception proposed by *Balitbang Depdiknas (2006)*, Competency-based Curriculum is developed to provide skills and competency to survive in the transformation, contrariness, incompatibility and difficulty in this life. The objective of the Competency-based Curriculum is producing the competency and smart graduation in developing the culture and national identity.

The Commission on Education for the twenty first century of UNESCO also bases background of the implementation of Competency-based Curriculum on long life education principles that refer to four pillars of universal education developed. The first pillar is *learning to know or learning to learn*, which means learning to get knowledge and to do advanced learning. The second is *learning to do* that means learning to obtain basic competency related to the different situation of teamwork. The third is *learning to live together*, which means learning to be able to appreciate and practice interdependent and various condition, understanding and international peace, and the last is *learning to be*; which means learning for self-actualization as an individual with responsible personality.

A book has also an important role especially for the teachers and learners. It is used as guiding in teaching learning process. As stated by Nunan (1985: 2), the present book is intended to provide teachers with the skill they need to address in a systematic fashion, the problem and tasks which confront their program in their programmed planning.

The presence of textbook is necessary to support the function of teaching-learning process. As stated by Brown (1994: 14), the most obvious and most common form of material support for language instruction comes through textbooks. This means that the most common factor to support the success of teaching learning process is textbooks. Teaching materials are key component in most language program. Whether the teacher uses a textbook, institutionally prepared material or making use the teacher of this or her own materials, instructional material generally serve as the basis for much of the language input learners receive and the language practice that occur in the classroom.

Cunningsworth (1995: 7) summarizes the role of material (particularly books) in language teaching (a) a resource for presentation materials (b) a source of activities for learners practice and communicative interaction (c) reference source for the learners on grammar, vocabulary, pronunciation (d) a source of stimulation and ideas for classroom activities (e) syllabus and, (f) a support for less experienced teacher who have yet to gain in confidence.

There are English textbooks for the Junior High School published by different publisher. The winters choose three textbooks that taken from the different publisher, the first book is written by Ali Akhmadi entitled "*Smart Step*" published by PT Ganesa Exact, the second book is written by Kistono, Esti Tri Andayani, Ismukoco and Albert Tupan, entitled "*The Bridge English Competence*" published by PT Yudistira and the last is book written

by Drs. W.J. Pudyatmoko, entitled “*English for Junior High School First Year*”, published by PT Balai Pustaka

Based on the description above the writer wants to analyze the suitability of the English textbooks as English teaching material with the Competency-based Curriculum of Junior High School.

## **B. Problem Statement**

Based on the background of the study above, the writer formulates some questions as follows:

1. Are the themes in the three textbooks (*Smart Step*, *the Bridge English Competence* and *English for Junior School*) suitable with the indicators stated in Competency-based Curriculum?
2. Are the structure skills in the three textbooks suitable with the indicators stated in Competency- based Curriculum?

## **C. Limitation of the Study**

In this study, the writer analyzes three English text books of Junior High School from different publisher, the first book is written by Ali Akhmadi entitled “*Smart Step*“ published by PT Ganesa Exact, the second book is written by Kistono , Esti Tri Andayani , Ismukoco and Albert Tupan , entitled “*The Bridge English Competence* ”published by PT Yudistira and the last is book written by Drs. W.J. Pudyatmoko, entitled “*English for Junior High School First Year*” , published by PT Balai Pustaka.

#### **D. Objective of the Study**

The objectives of writing the research paper are:

1. to describe the themes and four language skills of the English curriculum.
2. to describe the themes four language skills of the English text books.
3. Selecting whether or not the contents of text books especially themes and structure skills language suitable with the Competency-based Curriculum

#### **E. Benefit of the study**

There are two kinds of benefit in the study; they are Theoretical advantages and Practical advantages. Theoretical advantages has two kinds of benefit, first the result of this study can be used as a reference for those who want to conduct a research on analyzing English text book that is suitable with the Competency-based Curriculum. Second the result of this study can be useful to help the teacher, especially for English teacher. And practical advantages has two kinds of benefit, first the result of the study will give some information and large know lodge to the readers about the text books which are consistent with the Competency-based Curriculum. Second the result of this study will be useful for teacher to select the appropriate textbook, which is based on the Competency-based Curriculum.

## **F. Research Paper Organization**

To make clear in understanding the whole view of this research, the writer constructs the organization of the research as follows:

Chapter I is introduction which is dealing with the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents the underlying theory. It contains previous study, textbook, textbook evaluation, curriculum, Competency-based Curriculum of English, and the English Teaching to the First Year Students of Junior High School as suggested by Competency-based Curriculum.

Chapter III deals with the research method. It consists of type research, subject of the study, object of the study, method of collecting data and techniques for analyzing data.

Chapter IV is data analysis involving the analysis of English textbook based on the Competency-based Curriculum and the result of data analysis.

Chapter V concerns with conclusion and suggestion.