CHAPTER I

INTRODUCTION

A. Background of the Study

No teacher enters the classroom without having an idea of what to present to the students, as the nature of teaching plans. Every teacher has her own idea in serving the material to the students. In order for the language teaching to be continued in accordance with the objectives, variables such as the social and physical dimensions of the environments, the quality of the utilized materials, the pedagogical background of the teacher, strategies, and methods are implemented by the teacher. The most important the variable is the quality of the teacher. Designing of the environment with a pedagogical point of view and the selection of the appropriate materials, strategies, methods and technique is performed by the teacher. The progress of the learning and teaching process in accordance with the objectives is dependent on the experience of the teacher. Gocer (2008) says that the quality of the teacher is somehow reflected by the strategy and method she implements, and also by her technical knowledge about the teaching material.

As stated by the teacher order to empower students with the consciousness to recognize textual and linguistic features used to construct and shape whole texts, there has been a move towards explicit teaching of genres in many contexts. Martin (in Firkins et al, 2007) says that Genre-based pedagogy views language as an open dynamic system, where knowledge

about language is taught in an explicit manner; and genres (types of texts) are used as the starting point for modelling, deconstructing and understanding language. The teacher also stated that the genre-based approach selected as language should be seen in context and presented to the learners as part of a complete text, and not as unrelated sentences. The approach offered a teaching methodology enabling teachers to present explicit instruction in highly systematic and logical manners, which factors were the teacher believed, would assist students with the cognitive organization of information.

> A genre-based approach is based on a systemic functional theory of language developed by Halliday, and elaborated by Martin, Christie and Macken-Horarik among others. This model of teaching writing has been successful with students from disadvantaged backgrounds. The approach is based on a teaching-learning cycle where strategies such as modelling texts and joint construction are promoted. The approach is based on "learning through guidance and interaction" Firkins, et al (2007).

Furthermore, Bhatia (in Kim, 2008) states that the genre approach encourages students to participate in the world around them, to comprehend material as a tool they can utilize, and to realize how students manage content to promote logical organization. It also allows students to become more flexible in their thinking and eventually to realize how authors organize their tasks. However, some proponents have indicated that the genre approach is more suitable for learners at beginning or intermediate levels of proficiency in a second language rather than those at advanced levels, in that it releases students from deep anxieties about their writing tasks. When people learn

something new, they commonly want to find some cases that they can refer to or consider as samples. Thus, if the genre approach is to remain true to the fundamental nature of genres, then teaching in the genre approach should include a final step in which students are encouraged to break the style of the existing genre and let it evolve. Medway (in Kim 2008) also explains that genre should be viewed within "the complex social, cultural, institutional disciplinary factors at play in the production of specific pieces of writing". This means that "the genre approach should focus not only on the form of communication but also on the social action where it is used to accomplish" Miller (in Kim 2008).

Teachers have to select the best textbook in their classroom practice, and they have to choose the textbook or the material based on the recent method in the latest curriculum. Since the National Education Ministry changed the curriculum, teachers have to implement the new approach, design and procedure of the curriculum in the classroom practice. The approach taken is to accommodate a wide range of personalities, teaching, grade levels, subject areas, and teacher experience, while stressing the necessity for awareness, soundly conceived planning. "Consideration should be given to (1) the objectives of the lesson, (2) the sequence of methods and strategies to be employed by the teacher, and (3) the extent to which the students have achieved the objects"(Kindsvatter et al., 1996: 143).

William (1983) says that any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting.

In bilingual and multilingual situations, there are special limitations on the amount of English language teaching that can be done via the textbook. The textbook can present examples of common difficulties, but there are problems specific to different language groups which are left for the teacher to deal with it. It is also likely that a textbook will outlast its relevance because of changes in the language policy of the community for which it was written. Also proposed by William (1983) the textbook should provide appropriate guidance for the teacher of English who is not a native speaker of English. The untrained or partially trained teacher who does not possess native-like control over all aspects of English should not be left in any doubt concerning the procedures proposed by the textbook. Otherwise, he or she may, for example, teach only the meanings of the minimal pair 'live/leave', completely ignoring the writer's intention that these items should be used for pronunciation practice.

Every textbook plays important roles in teaching learning process and a good textbook will help the learners to acquire the language better. Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth, 1995: 7). In other words, a text book means a created material design as materials the learner’s knowledge and experience. A text book also can be defined as a book prepared for school students in teaching learning process. Good textbooks should be relevant with the curriculum. It also can support the implementation of curriculum.

In today's classrooms, textbooks serve as tool and tutor, guidebook and gauge. Teachers throughout the world use texts to guide their instructions, so textbooks greatly influence how content is delivered as cited by Association for Supervision and Curriculum Development (in Kulm, et al., 1999). Schmidt et al. (in Kulm, et al., 1999) identified textbooks as playing an important role in making the leap from intentions and plans to classroom activities, by making content available, organizing it, and setting out learning tasks in a form designed to be appealing to students. As cited by Kulm, et al. (1999) to make the most effective use of a textbook, however, teachers must decide which textbooks are appropriate for their needs. A teacher needs to determine the extent to which a textbook focuses on and is aligned with a coherent set of significant, age-appropriate student learning goals that the teacher, school, or district has identified as integral to the understanding of and progress in a particular academic subject. They must also assess how well a textbook's instructional design effectively supports the attainment of those specified learning goals. The only way to gain this information is through careful evaluations of textbooks and other curriculum materials.

Language teaching in Indonesia has received many criticisms. The learners’ low competency becomes big issues currently. As an English teacher, he or she cannot avoid using a textbook which is important in giving instructions at school. It is not only the teacher but also the students who use the textbook. Teachers can teach the material well if there are appropriate textbooks guiding the teaching-learning process, not only inside but also on

the outside (extracurricular of the classroom). Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed. The Indonesia National Education Departments has made an attempt to improve the education by applying the newest curriculum, 2006 Curriculum or School Based Curriculum. It is meant generally to overcome education in facing the challenge for global world.

The School-based Curriculum basically tries to make a school manage their own competency based on their own teachers' and learners' competency or local potential sources. Thus, every school can manage its own curriculum which is based on the content standard provided by Education National Standardization Board (BSNP) and modifying some competencies. The School Based Curriculum only stated the content standard and competency to be achieved by learners; whereas the application and implementation in curriculum and syllabus depend on the school management.

English teaching in School-based Curriculum is basically based on genre-based approach. The approach is little bit different from the previous curriculum. Genres or texts become the main point in English teaching. Learners should master in some texts with their own function in varied purposes, provided in the Content Standard. Teachers should find suitable materials to adapt and implemented the new curriculum. Publishers see this as a great opportunity. They attempt to provide the material according to the teachers' demand. They publish many textbooks based on the latest

curriculum and method in English teaching. As new textbooks, some may be suitable with the demand and other may not.

This study attempts to describe the relation between textbook and teaching strategies with the curriculum applied at SMAN 1 Jogorogo, Ngawi. And this thesis serves some explanation in order try to elaborate the significance between teaching strategies with content of the textbook and the curriculum.

B. Focus of the Study

As stated in the problem limitation, the teacher have to evaluate the textbook in several way to prove the textbook is suitable with the 2006 curriculum, since the textbook consists of many aspects.

The purpose of this research was to describe whether the textbook is compatible with the 2006 curriculum or not. And the question is elaborated into four questions to explain the detail problems revealed in the research and they are formulated as follows:

1. Is the teaching strategy relevant with textbook and curriculum?
2. What are the factors that support and constraint the compatibility of teaching strategy with textbook and the curriculum?
3. How is the implementation of the teaching strategy with textbook and the curriculum?
4. What are the skills suggested by the curriculum developed on the English textbook?

C. Objective of the Study

Based on the focus of the study above, the objectives of this study are:

1. To describe whether or not the teaching strategy is relevant with textbook and curriculum.
2. To describe the factors that support and constrain the compatibility of textbook with the curriculum and teaching strategy.
3. To describe the implementation of the teaching strategy with textbook and the curriculum.
4. To describe the skills suggested by the curriculum developed on the English textbook.

D. Benefit of the Study

It is hoped that the finding of this study will be useful theoretically and practically for other researchers, English teachers, and also the learners. This study is expected to give a new perspective in analyzing the textbook, and in turn, it will facilitate learners of English to know the good English textbook for them.

This study would describe the teacher's strategies in serving the materials to the students in the classroom with its relation with the textbook and curriculum. The description and interpretation of it will contribute scientific as well as practical benefits.

1. Scientific Benefit

The result of this study can provide scientific benefit to help the world of English teaching in understanding comprehensively about the teachers' evaluation of the textbook used. It will contribute valuable information to select suitable textbook for English teaching especially in Senior High School.

Textbooks tend to be dominant instructional medium in classroom. Therefore the teachers and students understand textbooks well. The subject matter may require sufficient vocabulary, specific style for a particular student and text written in presentation, they all hold attention of students. So, textbook evaluation is considered to be the important activity in education today.

2. Practical Benefit

This study also had practical benefit for teachers involved as participant. Their experiences give them a valuable contribution in selecting the suitable textbook for them. They will reflect and acknowledged their English teaching practically. Their understanding about textbooks will give abundant experiences. Therefore it increases their competency in evaluating textbooks. It will make them more autonomous and independent in their profession. It will make them become self-fulfillment.

The practical benefit also comes to the other Senior High School teachers in such a way that they can select the suitable textbooks with the

2006 curriculum. They will also obtain the way to overcome the weaknesses or lack material in it. Therefore, they will not just take the textbook without any consideration toward their teaching learning activities. They will not depend much on the textbooks.

E. Terms Defined

In order not to make any misunderstanding and make the wider meaning in understanding the object being studied the writer will defines some terms related to the writer's research.

1. Teaching Strategy

   Teaching strategy is specific method or planned design for controlling certain information which consciously selected by teachers in order to serve the teaching materials perfectly to the learners.

2. The School Based Curriculum

   Curriculum is basic for managing learning. It covers many aspects and becomes guidance to teachers and learners. A curriculum not only covers the contents, but also the goals of the teaching program as well as the activity which will form part of learning experiences for a given group of students. In short, it was concerned with objectives and methods as well as content. It also involves evaluation based on the objectives provided.

   The School Based curriculum is a curriculum prepared based of standard content and standard competence and focuses on the certain competence in the implementation of each school. It means that the

learning process and the purpose of this curriculum or standard competence is developed based on its own school characteristics.

3. Genre-based Approach

Genre-based Approach means learning language through various kinds of genres in social context, and it is concerned with ways of language use as resource for communication rather than with rules ordering grammatical forms.

4. Textbook

Textbook is a book that is designed, planned and prepared by the experts in a certain field and has the capability in handling the problems and completing by the teaching instrument suitable to be used in the classroom to support certain instructional programs.

F. Organization of Thesis

In order to understand and to convey the research easily, the writer organizes the thesis into five chapters. The thesis organization is as follows:

The first is introduction that consists of background of the study that explains about the core factors of teaching strategies, genre based-approach, textbook selection, and also about the school-based curriculum. In focus of Study; it will formulate the background of the study in some questions to answer the main question, is the teaching strategy relevant with textbook and curriculum. In the benefit of the study describes theoretical and practical benefits whether for the teachers, the students, or the other researchers. The

last part the term defined describes the object of the study in order not to make the wider meaning.

The second chapter is review of related literature that consists of previous studies that gives the brief explanation about the differences and the similarity between this study with the previous research and underlying theories; that discuss about teaching strategies, genre based-approach and its part, the 2006 curriculum with its contents, textbook design which explained its part, English textbook, textbook evaluation and the explanations, which provides the theoretical basis for the undertaking of the research.

The third chapter is research method which presents the type and design of research that will discuss the qualitative research which is used in this study, and also the case study which is done by gathering information by interviewing the research persons, doing the classroom observation to find the compatibility between the teaching strategies with the textbook and the curriculum. In object of research discuss about the relation between teaching strategies with textbook and the curriculum at the second grade students of SMAN I Jogorogo 2010/ 2011 Academic Year. In data and data source describes the source of the study and the research persons who involves in this research. In validity of the data describes about some factors supporting and conducting the validity of the data in this study. In techniques of data collection discuss about the techniques in collecting data of the study through classroom observation while teaching learning process, through interview with an English teacher, some students, and also by taking documents. In

technique of data analysis discuss about the techniques in analyzing data, arranging the interview transcript, field notes and other materials to be accumulated to increases the writer's own understanding about what she had discovered to others.

The fourth chapter presents research findings and discussion discuss about the findings of the research study in the relation between teaching strategies with the textbook and the curriculum, knowing the research person's reasons in the teaching strategies which is suitable with the textbook and the curriculum, describing the skills provided by the curriculum which was developed in the textbook.

The last, the fifth chapter; shows the conclusion and suggestions. It describes about the conclusion of final results of the relation between teaching strategies with the textbook and the curriculum at SMAN I Jogorogo. It also describes the suggestions for the teachers to choose and to conduct the best strategies in teaching learning process that suitable with the textbook and the curriculum.