

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks are the important media of learning process and education. The existence of textbook gives impact in supporting teaching-learning process. Textbook is one of the significant factors in the success of learning. It can develop learner's ability. Teacher and learner can use textbook as a source of learning. From the textbook, they find knowledge and exercises.

Textbook has correlation with curriculum. Curriculum is teacher orientation in teaching learning process, whereas textbook provides materials. So the content of textbook must be relevant with curriculum. The materials of textbook must be suitable with standard competence of curriculum in order to get result which is appropriate to the purpose.

In 2006, the curriculum used in Indonesia is School Level-based Curriculum; it is the curriculum arranged and implemented in each education institution, it consists of (1) purpose of education; (2) organization of the curriculum in each institution; (3) education calendar, and (4) syllabus. Syllabus is the lesson plan of the certain lesson or certain topic/ theme which consists of standard of competence, basic competence, main material, teaching-learning activity, indicator, time allocation, source of material, and the media (Khaerudin, 2007: 80-81).

There are many English textbooks for Junior High School published by different publishers. The writer chooses *Let's Talk* for grade VIII for Junior High School. The textbook is published by Pakar Raya Publisher. The writer chooses this book because the book is designed to fulfill the requirement of the English syllabus, which is matched with School Level-based Curriculum. Next, the book contains many exercises needed to improve the English learners' language skill. Besides, some English teachers consider that the book is suitable with the learner's needs.

Considering the problem above the writer wants to compare the material in the textbook with School Level-based Curriculum, whether or not the textbook are compatible with School Level-based Curriculum. The writer also analyzes whether the communicative exercises is developed on the *Let's Talk* textbook or not. Based on the reasons, the writer decides to conduct a research paper entitled *An Analysis of the Compatibility of Let's Talk Textbook with the School Level-based Curriculum*.

B. Problem Statement

Considering the background above, the problem statements are as follows:

1. are the materials of English textbook entitled *Let's Talk* compatible with School Level-based Curriculum?
2. are the exercises developed on the English textbook entitled *Let's Talk* communicative?

C. Objective of the Study

Based on problem statements, the objectives of the studies are as follows:

1. to investigate whether or not the language skills materials in *Let's Talk* textbook are compatible with indicators in language skills of School Level-based of curriculum.
2. to investigate whether or not the exercises in *Let's Talk* textbook are communicative.

D. Limitation of the Study

From the problems statement above, the writer limits the study about the compatibility of English textbook materials for language skills with the School Level-based Curriculum and communicative exercises in textbook. The writer analyses the materials and exercises of textbook entitled *Let's Talk* Grade VIII for Junior High School written by Bachtiar Bima Mustriana, Cicik Kurniawati and published by Pakar Raya Publisher in 2007.

E. Benefit of the Study

This study is expected to have two kinds of benefit.

1. Practical Benefit
 - a. The writer and readers will get the knowledge about good materials of English teaching based on the School Level-based Curriculum.
 - b. The writer and readers will get more knowledge about the School Level-based Curriculum.
 - c. The writer and readers know deeply whether the materials of textbook are compatible with School Level-based Curriculum or not.

2. Theoretical Benefit

- a. The writer hopes the result of this research can give contribution to material design and material development in teaching English.
- b. The result of this study might be used as a reference for other researchers who conduct the similar research.

F. Research Paper Organization

Research paper organization is given in order that the readers could easily understand the content of the research paper. The study is divided into five chapters that are organized as follows.

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

Chapter II is review of related literature. It covers five points of theory. The first is previous research. The second is School Level-based Curriculum. The third is Communicative Exercises. The fourth is Textbook. The fifth is Textbook Analysis.

Chapter III is research method. This covers type of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It consists of language skill and communicative exercises.

Chapter V is the last chapter. It consists of conclusion and suggestions.