

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching material is a key component in most language programs. One of the materials in an education institution is a created material. Created material refers to textbook and others specially developed for instructional resources. In the teaching-learning process, textbook is very important because textbook is used to help the learners and also the teachers. It is important to write and compile textbooks, which properly reflect the purpose of the national curriculum standards reform i.e. deliberate selection of educational content and cultivation of the ability to learn how to learn and to solve problems.

Textbook is the important thing as the medium of the learning process and also as the medium of the curriculum material in the education system. In curriculum standard, the meaning of the English textbook is the handbook for the learners arranged based on national curriculum standard and is appropriate to the education system in Indonesia. Its purpose is to improve the knowledge and skill for communication using English.

The implementation of School Level-based Curriculum in teaching English also considers the use of English textbook. Textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner's needs (Cunningsworth, 1995: 7). In other words, a text book means a created material as materials of the learner's knowledge and experience. Text book also can be defined as a book prepared for school in teaching learning

process. Good textbooks should be relevant with the curriculum. It also can support the implementation of curriculum.

As an English teacher, he or she cannot avoid using a textbook which is important in giving instruction 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 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.

There are many publishers that have published English textbooks for the first year students of Senior High School. The textbooks should hold a main instrument of curriculum which has been arranged before. However, sometimes some of them are not appropriate with the standard of curriculum yet.

Considering the problem, the writer wants to analyze the “Developing English Competencies” which is one of the titles of English textbook based on school used by students of Senior High School. From the explanation, the writer wants to know whether the textbooks claimed as based on the 2006 curriculum are compatible with the curriculum or not. The writer chooses the textbook “Developing English Competencies” because the textbook writer declares in the preface that it is designed on the basis of the current curriculum called the 2006 curriculum or school level-based curriculum. Besides, most of students of Senior High School in Surakarta use this textbook to support the

success of teaching-learning process. The writer decides to conduct a study entitled “An Analysis of the Compatibility of the Textbook “Developing English Competencies” with the School Level-based Curriculum”.

B. Problem of the Study

The problem, which the writer investigates, is “are the materials of English textbook entitled “*Developing English Competencies*” compatible with the guidelines of School Level-based Curriculum?” The writer raises several subsidiary research questions as follows:

1. Are the listening materials of English textbook entitled “*Developing English Competencies*” compatible with listening skill indicators of School Level-based Curriculum?
2. Are the speaking materials of English textbook entitled “*Developing English Competencies*” compatible with speaking skill indicators of School Level-based Curriculum?
3. Are the reading materials of English textbook entitled “*Developing English Competencies*” compatible with reading skill indicators of School Level-based Curriculum?
4. Are the writing materials of English textbook entitled “*Developing English Competencies*” compatible with writing skill indicators of School Level-based Curriculum?

C. Objective of the Study

Based on the problem statements above, the objectives of the research are:

1. investigating whether or not the listening materials in “*Developing English Competencies*” textbook is compatible with indicators in listening skill of School Level-based Curriculum,
2. investigating whether or not the speaking materials in “*Developing English Competencies*” textbook is compatible with indicators in speaking skill of School Level-based Curriculum,
3. investigating whether or not the reading materials in “*Developing English Competencies*” textbook is compatible with indicators in reading skill of School Level-based Curriculum, and
4. investigating whether or not the writing materials in “*Developing English Competencies*” textbook is compatible with indicators in writing skill of School Level-based Curriculum.

D. Benefit of the Study

This study is expected to have two kinds of benefit

1. Practical Benefits

- a. The writer and readers will get the knowledge about good materials of English teaching based on the communicative approach.
- b. The teacher knows how far the textbook follows the curriculum demand.

2. Theoretical Benefits

- a. This research can give contribution to material design and material development in teaching English.
- b. The result of this study can be used as a reference for others who conduct the similar problem.

E. Research Paper Organization

In writing this paper, the writer divides it into five chapters.

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

Chapter II is review of related literature, which consists of previous study and describes the concept used in this research. The concepts are: Notion of Textbook, Function of Textbook, Textbook Design, School Level-based Curriculum, Standard of Competency, Standard of English Competency for Senior High School, Syllabus.

Chapter III is research method that consists of type of the study, object of the study, data and sources of data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion of research finding.

Chapter V is conclusion and suggestions based on the discussion of the research finding.