

CHAPTER I

INTRODUCTION

A. Background of the Study

English has been decided to be the first foreign language in Indonesia. Suharsono in (*English Language Teaching (ELT) in Indonesia: Facts, Problems, and Possible Solutions*: 2006, volume 5/ number 2) states that English has been used by most countries in the world either as first, second, or foreign language. It has been chosen as a language for wider communication in international forum. In Indonesia, it functions (1) to help the development of the state and nation, (2) to build relations with other nations, and (3) to run foreign policy.

In the development of ELT in Indonesia, there are a lot of problems ranging from the context of learning, the objective of teaching, ELT in the primary school, the method of teaching problems. Possible solutions are forwarded to solve the problems.

Teaching material is a key component in most language programs. One of the materials in an education institution is created material. Created material refers to textbook and others especially developed for instructional resources. In the teaching learning process, textbook is very important because it is used to help the learners and also the teachers.

Textbooks are the best seen as a source in achieving aims and objectives that have already been set in terms of learning needs (Cunningsworth, 1995: 7). It means that the textbook is designed as material for the learner's knowledge and experience. Textbook also can be defined as a book that is prepared for school particularly for the students in teaching-learning process.

Good textbooks are very important for the teacher, because textbook is the source of teaching learning - activities in the classroom. So the teacher and learner can build and develop their language skills better if they use qualified textbook which provide and support the material needed.

The current English curriculum is School Level-based Curriculum. The instructional material such as textbook should be appropriate with the current curriculum. According to Bolstad (2004: 4), School Level-based Curriculum is a process in which some or all of the members of a school community implement plan and evaluate an aspect of the curriculum offering of the school. In this study the writer wants to analyze the compatibility of the English textbook with the school Level-based Curriculum.

Nowadays there have been many English textbooks published to fulfill the needs for teaching-learning process and the English teacher should choose the textbook that is appropriate to the students. The textbook should hold all instrument based on curriculum needed by the students. However, there is no perfect book that can fulfill various kinds of student's needs. Sometimes some of them are not appropriate with the standard of curriculum yet

School Level - based Curriculum is an operational curriculum that was arranged and held in each educational level. It consists of the direction of education, structure of the curriculum, academic calendar and syllabus. Syllabus is a learning plan in a specific subject. It consists of standard of competency, basic competency, indicator of evaluation, learning activity, teaching materials, models of learning, teaching-learning media, evaluation, time, and source of learning.

The English textbooks for the learners of the Junior High School are various and the writer wants to investigate to what extend *English in Focus* textbook design can develop the learners' four language skills. The writer chooses *English in Focus* as English textbook to be analyzed because many schools use this textbook. Considering the problem above the writer wants to analyze the material to improve students' four language skills in *English in Focus* textbook. The writer wants to know whether the *English in Focus textbook* is designed to improve students' language skills or not. So the writer decides to conduct a study entitled "STUDY ON THE COMPATIBILITY OF "ENGLISH IN FOCUS", TEXTBOOK FOR JUNIOR HIGH SCHOOL, WITH SCHOOL LEVEL-BASED CURRICULUM".

B. Problem Statement

The problem that the writer investigates is “are the content materials of English textbook entitled *English in Focus* compatible with the indicators of School Level-based Curriculum?” The writer raises several subsidiary research questions as follows;

1. are the listening materials of English textbook entitled *English in Focus* compatible with listening skill indicators of School Level-based Curriculum?
2. are the speaking materials of English textbook entitled *English in Focus* compatible with speaking skill indicators of School Level-based Curriculum?
3. are the reading materials of English textbook entitled *English in Focus* compatible with reading skill indicators of School Level-based Curriculum?
4. are the writing materials of English textbook entitled *English in Focus* compatible with writing skill indicators of School Level-based Curriculum?

C. Objective of the Study

Based on the problems statement, the objective of the research is:
To identify whether or not the materials of English textbook of *English in Focus* are compatible with indicators of School Level-based Curriculum.

D. Benefit of the Study

The writer hopes that this study contributes two advantages:

1. Theoretical Benefit

The result of the research can give some information to other writers who are interested in analyzing English textbook based on School Level-based Curriculum. Based on the result of this study, it also can give contribution to material designer and material developer in teaching English

2. Practical Benefit

The writer and reader will get knowledge about good materials of the English teaching. It gives information to the teacher about the appropriate textbook that can be used to support the teaching-learning process, and also to know how far the English textbook follows the School Level-based Curriculum.

E. Research Paper Organization

Research paper organization is given in order to the readers can easily understand the research paper. In this case, the writer organizes her research paper into five chapters.

Chapter 1 is introduction. This chapter concerns with the background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This chapter consists of previous study, notion of textbook, function of textbook, the English book “English in Focus”, textbook analysis (Cunningsworth’s evaluation, standard of competency, and Syllabus), School Level-based Curriculum.

Chapter III is research method. It consists of type 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 material of listening skill, speaking skill, reading skill, and writing skill found in the content of “English in Focus”, analysis and compatibility of skills indicator in text book with the School Level-based Curriculum indicators, and discussion.

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