

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching material is very important in teaching learning process. There are many kinds of teaching material that is used in education institution. One of them is created material or printed material. Created material refers to textbook, workbook, worksheet and others developed instructional sources. The most obvious and most common form of material for language instruction comes through textbooks. According to Richards and Renandya (2002: 66) “Instructional materials may take the form of (a) printed materials such as books, workbooks, worksheets, or readers”.

Textbook is important thing to support the teaching learning process. Textbook as a media provides the information of knowledge and skills, and consists of learning guiding in the form of activities which guide the students to achieve the competency. According to Tok (2010: 509) “textbooks play a prominent role in the teaching /learning process and they are the primary agents of conveying the knowledge to the learners”.

A textbook is still useful in teaching learning activity in the classroom. Although many modern aids have been invented to support the teaching and learning process such as tape recorder, overhead projector and video, many schools still buy and use large quantities of printed textbooks and references. They probably have several reasons in choosing the textbooks as their reference or

resource of instructional materials rather than the modern instructional materials. Many schools consider that textbook is the cheapest and most practical one among those aids mentioned above. Because of that reason, teachers in Indonesia use textbook as their instructional material.

There are many textbooks that is published to fulfill the need of English textbook. But not all of the textbooks contain good material and compatible with the level of students' or learners' need. It means that there is no perfect textbook that was published, so teachers must choose that are compatible with the content of curriculum.

Passport to the world 2 is an English textbook for junior high school. Every themes is divided in two learning steps, these are: spoken activity and written activity. These steps include; listening, speaking, reading and writing arranged orderly to make the learners easier to learn the materials. *Passport to the world* for the second year of senior high school was first printed in Surakarta arranged by Djatmika et al. This book was published by Platinum publisher.

The English textbook for the learners of junior high school are various and the writer wants to know how far the compatibility of the textbook *Passport to the World 2* with school based curriculum implemented in some senior high schools in Indonesia.

School based curriculum is curriculum that is used in Indonesia since 2006. "School-based curriculum is operational curriculum that is conducted and done by each school" (Muslich, 2008: 10). In this study the writer wants to know

what the English textbook should be designed based on the school based curriculum or not.

Passport to the World 2 is an English textbook used in some junior high schools in Surakarta area. This book does not only use contextual approach based on everyday life but also introduce students to the importance of environmental preservation. In this study, the writer is interested in conducting a research about *A Study on the Compatibility of "Passport to the World 2" Textbook for the Second Year Students of Junior High School with School Based Curriculum.*

B. Focus of the Study

The focuses of this research is on the content of English textbook entitled *Passport to the World 2* based on the curriculum of SMP Al-Firdaus, Sukoharjo.

C. Research Problem

Based on the research background, the problems proposed in this research are:

1. Are the listening materials of English textbook entitled *Passport to the World 2* compatible with the listening skill indicators of school-based curriculum in SMP Al-Firdaus?
2. Are the speaking materials of English Textbook entitled *Passport to the World 2* compatible with speaking skill indicators of School-based Curriculum in SMP Al-Firdaus?
3. Are the reading materials of English Textbook entitled *Passport to the World 2* compatible with reading skill indicators of School-based Curriculum in SMP Al-Firdaus?

4. Are the writing materials of English Textbook entitled *Passport to the World 2* compatible with writing skill indicators of School-based Curriculum in SMP Al-Firdaus?

D. Objective of the Study

Based on the research problems, the objectives of the research are:

1. Describing whether or not the listening materials in *Passport to the World 2* textbook are compatible with indicators in listening skill of School-based curriculum in SMP Al-Firdaus.
2. Describing whether or not the speaking materials in *Passport to the World 2* textbook are compatible with indicators in speaking skill of School-based curriculum in SMP Al-Firdaus.
3. Describing whether or not the reading materials in *Passport to the World 2* textbook are compatible with indicators in reading skill of School-based curriculum in SMP Al-Firdaus.
4. Describing whether or not the writing materials in *Passport to the World 2* textbook are compatible with indicators in writing skill of School-based curriculum in SMP Al-Firdaus.

E. The Importance of the Study

Theoretically, this research can give contribution to material design and material development in teaching English related to the choosing of English textbook.

Practically, this research is useful to give information related to the compatibility of English textbook with school based curriculum for teachers and

learners. For another researcher who wants to conduct the similar problem, it can be additional reference.

F. Research Paper Organization

This research paper includes five chapters. Chapter I is introduction consisting of background of the study, previous study, limitation of the study, problem of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is underlying theory which presents the theories that are used for conducting the analysis of the data. They are: English textbook, English textbook *Passport to the World 2*, School-based curriculum, School Based curriculum in SMP al- Firdaus, textbook analysis, and syllabus of SMP Al-Firdaus.

Chapter III is research method dealing with type of the research, object of the study, data and data source, data collection technique, and techniques for analyzing data.

Chapter IV is research finding and discussion. The research finding elaborates the compatibility of listening, speaking, reading, and writing materials in *Passport to the World 2* textbook with School-based Curriculum.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography, virtual references, and appendixes.