

CHAPTER 1

INTRODUCTION

A. Background of the Study

To teach English language, the teachers need a teaching material. According to Tomlinson (1998: 2), “material could be cassettes, videos, CD-ROMs, dictionaries, grammar books, readers, workbooks or photocopied exercises.” Most of teaching learning in Indonesia uses textbook as a teaching material. Brown (1994: 151) states that “textbook is one type of text, a book used in an educational curriculum.” In other words, the textbook provides the material in teaching-learning process. It includes work on grammar, vocabulary, pronunciation, function and the skills of listening, speaking, reading, and writing. A good textbook usually is provided with a workbook. Workbook is a book which contains extra practice activities for learners to work in their own time.

The role of textbook is very important. Cunningsworth (1995) in Richards (2001: 251) states that

the role of material (particularly books) in language teaching as (a) a resource for presentation materials (b) a source of activities for learners practice and communicative interaction (c) a reference source for the learners on grammar, vocabulary, pronunciation (d) a source of stimulation and ideas for classroom activities (e) syllabus and, (f) a support for less experienced teacher who have yet to gain in confidence.

A good English textbook should include four language skills namely listening, speaking, reading, and writing. All of those skills are important to master English language and it should be taught sequentially. A good textbook can be seen from how much the percentage of the appropriateness of the textbook with the

curriculum. According to Oliva (1987) in Clark (1987: 83) “curriculum is a plan or program for all the experiences which the learner encounters under the direction of the school.” The curriculum applied by the Indonesian government nowadays is School Level – based Curriculum. It is a curriculum which concerns on the mastery of the competency by students. Khaerudin (2007: 79) states that “School Level – based Curriculum consists of purpose of education, organization of the curriculum in each institution, education calendar, and syllabus.”

A good textbook can be seen from how much the percentage of appropriateness a textbook based on the curriculum. The higher the percentage the more appropriate that book in teaching learning process. However the English book that is in the market now not as perfect as the textbook evaluation checklist.

Based on the fact above the writer wants to analyze the appropriateness of the textbook entitled *Passport to the World 3* with School Level – based Curriculum. This textbook is published by Platinum Publisher. The writer chooses this book because this book used in Bilingual Junior High School in Surakarta. The writer wants to analyze the compatibility based on the School Level – based Curriculum and to examine more deeply about the content of the book. Based on these phenomena, the writer is interested in conducting a research entitled *A Study on the Compatibility of “Passport to the World, Fun and Easy English Textbook for Grade IX for Junior High School Student with School Level - based Curriculum.”*

B. Limitation of the Study

This research focuses on *Passport to the World 3, Fun and Easy English Textbook for Grade IX* as the data source and the objectives are to investigate whether or not the listening, speaking, reading, and writing materials are compatible with School Level – based Curriculum. The data are analyzed using School Level - based Curriculum.

C. Problem Statement

Based on the statements above, the writer formulates the research problems as the following

1. are the listening materials of English textbook entitled *Passport to the World 3* compatible with listening skill indicators of School Level – based Curriculum?
2. are the speaking materials of English textbook entitled *Passport to the World 3* compatible with speaking skill indicators of School Level – based Curriculum?
3. are the reading materials of English textbook entitled *Passport to the World 3* compatible with reading skill indicators of School Level – based Curriculum?
4. are the writing materials of English textbook entitled *Passport to the World 3* compatible with writing skill indicators of School Level – based Curriculum?

D. Objective of the Study

Based on the research problems, the researcher has the following objectives.

1. to describe whether or not the listening material in *Passport to the World 3* textbook is compatible with indicators in listening skill of School Level – based Curriculum.
2. to describe whether or not the speaking material in *Passport to the World 3* textbook is compatible with indicators in speaking skill of School Level – based Curriculum.
3. to describe whether or not the reading material in *Passport to the World 3* textbook is compatible with indicators in reading skill of School Level – based Curriculum.
4. to describe whether or not the writing material in *Passport to the World 3* textbook is compatible with indicators in writing skill of School Level – based Curriculum.

E. Benefit of the Study

The benefits that will be obtained in this research are

1. Theoretical Benefit.

- a. The Teacher

This research can be used as reference for the teacher to enlarge the knowledge in curriculum development.

b. The Students

The result of this research is hoped to give additional knowledge and experiences of the English students in studying teaching branch.

2. Practically Benefit

a. The Reader

The readers will get the knowledge about good materials of English textbook based on the School Level – based Curriculum.

b. The Publisher

The result of the research can be use to increase the quality of English textbook.

F. Research Paper Organization

The writer divides this research paper into five parts. They are Chapter I, Introduction, consisting of background of the study, previous study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It deals with previous study, notion of textbook, function of textbook, English Textbook *Passport to the World* 3, textbook evaluation, textbook analysis, curriculum, and School Level – based Curriculum.

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

Chapter IV is research finding and discussion. The research finding is elaborated into the compatibility of listening material in the textbook with indicators of School Level – based Curriculum, the compatibility of speaking material in the textbook with indicators of School Level – based Curriculum, the compatibility of reading material in the textbook with indicators of School Level – based Curriculum, and the compatibility of writing material in the textbook with indicators of School Level – based Curriculum.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography, virtual reference, and appendix.