

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Teaching material is a key component in most teaching learning process. One of the materials is created material which refers to textbook and others specially developed instructional resources. Textbook is very useful to help increasing the learner's knowledge and experience.

Textbook is one of primary materials of teaching learning process. It gives the opportunities for the teacher and student to refresh their thought. When teacher opens a page in her/his textbook, she/he has to decide whether she/he will use the material in the textbook or not. Before deciding to use the textbook, a teacher should ensure whether the materials are right for student level, the topics are also suitable and the sequencing of lessons are logical. If all of these aspects are appropriate, a teacher will go ahead and use it. However, if there is something wrong with the textbook, the teachers have to decide what to do next.

There are many advantages of textbook for both teacher and student. For students textbook is reassuring which allows them to look forward and back, giving chance to prepare what is coming and reviews what they have done. Moreover, nowadays textbooks are much more interesting so that students enjoy looking at the visual material in front of them.

For teacher, textbook is the first place they have a consistent syllabus. Textbook has dependable teaching sequences and offers teacher something to be their new ideas when they run of them. For some teachers textbook is just collection of material. They seldom use it or even never use it. However, students often feel more positive about textbook than some teachers do (Harmer, 2001:117).

Some teachers may have a very poor opinion of textbook. They feel boring, stifling, and inappropriate for the class in front of them. Even though, the presence of a textbook is necessary to support teaching learning process (Brown, 1994: 145). Textbook is best seen as a source in achieving aims and objectives that have already been set in terms of learner needs (Cunningsworth, 1995: 7). So in other words, textbook is expected to increase learners' knowledge and experience.

Realizing the objective above, government has set a new curriculum, school-based curriculum that is also expected to increase students' knowledge, experience, and competence. For English learning, it is expected to develop communicative competence. It is competence that is able to use language, especially English, to communicate with others. In the curriculum standard, the meaning of textbook is the handbook for the learners which arranged based on national curriculum standard and appropriate with the education system in Indonesia. Its purpose is to improve the knowledge and skill for communication using English.

Because of this new curriculum in which the goal is expected to achieve, nowadays there are so many new English textbooks are published both by private publisher and the government. As good teachers, they should be able to choose the most appropriate textbook with the goal of the newest curriculum and the condition of the learners because there is no perfect book that can fulfil various kinds of learners need. As Cunningsworth (1995:5) maintains “ no coursebook designed for a general market will be absolutely ideal for particular group of learners”. Therefore, there is needed such an evaluation to select the most suitable textbook . Hutchinson and Waters (1994:96) states that evaluation is a matters of judging the fitness of something for a particular purpose.

Teacher may not do an evaluation such like what his/her students mostly did. Students usually prefer choosing the most attractive book to the non attractive one. They like something colorful with lots of pictures and stories, but neglect the content of the book itself. Moreover considering the content and its appropriateness with the curriculum will be very difficult for most of them. It is the importance of the teacher as the student’s facilitator and help the students to choose their textbook. Attractive is good but being realible with the curriculum is better. Nevertheless attractive and realible with the curriculum is the best consideration. Teacher has to place the content of the textbook in the first priority in selecting the textbooks. If there are difficulties in getting the whole in one package or book, teacher can do some ways.

Textbook evaluation can only be done by considering something in relation to its purpose. A book may be ideal in one situation because it matches the needs of that situation perfectly. As the goal of learning language included learning English is able to use the language for communicating with others and able to solve the problem during the communication, so that a communicative textbook should also be able to facilitate and help the learners to gain the goal and solve such kind of problem in communication. Teacher may omit certain lesson of the textbook to solve the problem of inappropriateness and allows him or her to get on with someone else. There is nothing wrong with this kind of activity. It develops a kind of picking and choosing pages. However, if there are too many pages being omitted, they will wonder why they have to use this book if the book is bought with their own money.

The other ways that may be done by teacher are to replace and add the inappropriate lesson in the textbook. Replace and add the textbook lesson with the teacher's own will enrich students' knowledge about certain topic and also avoid learning inappropriate lesson.

Many textbooks are written based on communicative approach. It means that the textbooks have communicative purpose. Being communicative is very prominent in communication so that mastering communicative competences is necessary to reach the goal of being communicative. Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, and phonology, and the like, as well as social knowledge about how and when to use utterance

appropriately. Communicative competences are divided into five components, they are linguistics, socio cultural, strategic, discourse, and actional competence (Celce-Murcia, 1995:10). Communication will be successful if those communicative competence can be applied well.

In the era of new curriculum in Indonesia that is called as School-Based Curriculum, English as one of the formal lesson has changed in its material content and its way of teaching. The curriculum is mostly influenced by Communicative Language Teaching (CLT) and Genre Based Approach (GBA). Communicative Language Teaching sees the importance of getting the students involved in the real communication for the language acquisition process (Fauziati, 2009:134). The goal of CLT is to make language as communication such as aimed in communicative competence. It focuses more on the content than the form of language. Language learning is learning to communicate so the intention of this approach is to make students are able to use English to communicate with other. While learning to construct language or learning the form of language is not emphasized. Another approach that influence the English curriculum today is Genre Based Approach (GBA) where teaching and learning focuses on the understanding and production of selected genres of texts such as descriptive, narrative, report, procedure, recount, and etc. GBA is a tool to examine the structural organization and lexicogrammatical features of a text in order to realize the the communicative purpose of the text (Fauziati, 2009: 208-211).

Indonesian government has a great commitment to improve the nation's literacy level since it is the key to learning any other subjects. It is implied that language education is expected to develop communicative competence or the ability to communicate in spoken or written language so that learners will process the so-called social skills. That is why the English curriculum is designed based on competence in which learners are expected to be able to communicate both orally and written in English as a life skill.

To achieve the goal above, in the new government regulation that is Education Minister Regulation number 41, 2007 (Permendiknas no.41 th. 2007) states the core materials for English language teaching. The materials are stated in the part of Content Standard especially in Competence Standard and Based Competence. The core materials cover three main parts, they are Short Functional Text, Genres and Transactional or Interpersonal Text. Short functional text and genres are taught in both written skill and oral skill. Teaching and learning transactional and interpersonal text focuses on the oral skill.

From some descriptions above it can be stated that language teachers have to be more selective to choose the most suitable textbook. The textbook has to be suitable with the purpose that has been stated by the government in teaching and learning English as the target language. It means that the textbook's content has covered the competences such as suggested in communicative competences and also the core materials that have been determined by the government. For instance the core materials that have to be taught for grade IX students of Junior High School have to cover short functional texts, genres and

transactional or interpersonal texts. The short functional texts that have to be covered are schedule, label, personal letter, poster and advertisement. Then for genres they are some kinds of genre that have to be taught such as procedure, report and narrative. The last core material that has to be covered is about transactional or interpersonal text. This material includes knowledge about some expressions such as the expression of giving news or information and its comment, giving polite expression, asking and giving certainty, showing hesitation, asking repetition, showing attention and showing admiration.

One of English textbook that has been published by government based on communicative competence is entitled "English in Focus" for class IX written by Antono Wardiman, et al. This book is published in 2008 by CV Putra Nugraha. It belongs to electronic book of national book center of education department. It can be downloaded, copied, or multiplied by society. However for commercial purpose, the selling price should obey the government rule. The content of this book is integrated in the four language skills, i.e. listening, speaking, reading, and writing. It aims to build language, discourse, sociocultural and strategic competence. All these competences help the learner to understand English and use it as media of communication.

The writer is interested to conduct a textbook evaluation research by observing 'English in Focus' textbook especially for grade IX. The writer chooses this book to be observed because it is easy to get in the writer's school and belongs to electronic book recommended by government to be used in whole school in Indonesia. The writer assumes that it is a good book and really written based on communicative approach. This research is purely to evaluate

the textbook in order to find the coverage of five communicative competences in this book. The writer is very anxious to observe this book because she wants to proof whether five communicative competences are really covered in the book as the author states that this book, English in Focus, is written based on Communicative approach by applying Celce Murcia's theory of Commnicative Competence. The writer also wants to know whether the textbook has fulfilled the materials that has been determined by the goverment by seeing the materials issued by the goverment which is published in its syllabus. The writer entitles the research with **COMPATIBILITY OF TEXTBOOK "ENGLISH IN FOCUS" WITH CONTENT STANDARD AND COMMUNICATIVE COMPETENCE**. Hopefully this research will be very useful for students and teachers to use the textbook as well as possible

## **B. Problem Statement**

Based on the previous background, the writer wants to observe the compatibility between the content of the textbook and the material determined by the goverment in content standard and the compatibility with communicative competences in the textbook "English in Focus". The writer formulates the problem of the study as follows:

1. How is the compatibility between the content of textbook with the Content Standard?
2. How is the compatibility between the content of textbook with the Communicative Competence?



### **C. Objective of the Study**

Based on research problems, the writer has some objectives, they are:

1. To clarify whether the textbook “English in Focus” has covered all the material which are determined by government in Content Standard.
2. To clarify whether the textbook “English in Focus” has covered all of the competences based on Communicative Approach.
3. To describe the strength of the textbook “English in Focus” by knowing the competence that is a lot of covered in it.
4. To describe the weakness of the textbook “English in Focus” by knowing the competence that is less covered in “English in Focus”.

### **D. Limitation of the Study**

In evaluating a textbook a researcher can apply various theories. It depends on what she/he wants to find or what question that will be answered. In this research the writer will focus on clarifying the coverage of five competences of communicate competence from the book "English in Focus" for class IX written by Artono Wardiman and friends in 2008. The writer wants to ensure whether the five communicative competences are really covered in the textbook "English in Focus" or not, so that here the writer will apply communicative competence theory by Celce Murcia.

## **E. The Benefit of the Study**

### **1. Practical Benefit**

- a. This research enables teachers to be more selected in selecting textbook based on curriculum proposed by government. Teachers also enable to do an evaluation toward the textbook then decide which material is compatible with the content standard and communicative competence.
- b. This research will enrich the readers about the knowledge about communicative purpose includes its four competences in language teaching and learning. Further, readers or language learners will be able to select suitable textbook in which topic or content is appropriate for them.

### **2. Theoretical Benefit**

- a. For English Department of Magister Degree Students

To enable students in understanding about communicative purpose in language learning hence it will encourage them to reach this purpose. This research will also give students knowledge about content analysis of English textbook.

- b. For Academic Reference

This research will be the additional reference to the next researchers who are interesting in conducting textbook evaluation research.

## **F. Research Paper Organization**

The writer will make the research paper into some chapter, as follows:

Chapter I is introduction. It consists of Background of the Study, Objective of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Underlying Theory. The writer discusses the notion of Textbook, Notion of Textbook Evaluation , Communicative Competence, and Previous Study.

Chapter III is Research Method. This chapter discusses about the type of the research, object of the research, method of data collection, and technique of data analysis.

Chapter IV is Research Findings and Discussions. It describes the result of research and describing the research finding.

Chapter V is Conclusion, Implication and Suggestion.