

CHAPTER I

INTRODUCTION

A. Background of The Study

In the teaching learning process of English in Senior High School, there are some sources of materials used by the teachers. One of them is textbook. According to Harmer (1997:219) a textbook has obvious advantages for both teacher and students. Good textbook often contain lively material; they provide a sensible progression of language items, clearly showing what has to be learnt and relieve the teacher from the pressure of having to think of original materials for every class. The second is student workbook. Student workbook is one of the important media of the learning process and also the media of curriculum material in education system. The purpose of students' workbook is to improve the knowledge and skill for common English uses. Both of them are important to be written properly reflecting the purpose of national curriculum standard reform for example, deliberate selection of educational content and cultivation of the ability to learn how to learn and to solve problem. The third is original materials. The original material is the material that is made by the teacher from the original sources. Usually, the teacher takes this material from the newspaper, advertisement, bulletin, internet, magazine etc.

Teachers and educators need to know the quality of any workbook, viewed from material development and exercises. Teachers and educators also

need to be able test out to claim that the truly help students to gain the aims, that is to develop their English knowledge.

In the real teaching process, the writer can see the phenomena of the use of student workbook. There are many schools that ask the students to buy students' workbook. The reason is that it can make their learning process easier. But, some teachers do not considering how to choose good material in teaching-learning process. They do not consider about the compatibility of the student workbook or text book with the current curriculum.

In Surakarta, English teacher of Senior High School made the Association of English Teacher. One of the aims of this association is to make a student workbook which is compatible with the School-based Curriculum. In this association, the English teachers deliberate to make a workbook which is compatible with the School-based Curriculum. Based on the deliberation of this association, they produce a student workbook and all of them agree to use it in their school.

The teachers use student workbookt as a supplementary material, source of materials and as an enrichment. Student workbook as a supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium. The source of material is an object as a source

of the material in teaching-and learning process and as enrichment; the students' workbook is used to enrich students' English knowledge.

The development of curriculum is a part of educational activity to make the material up to date. Since independence day, there have been 6 English Curriculum implemented in Indonesia, namely (1) Grammar Translation-Based Curriculum, (2) An Audio Lingual-Based Curriculum, (3) Revised new style Audio Lingual-Based Curriculum, (4) A Structure-Based Communication Curriculum, (5) The Revised Meaning-Based Communicative Curriculum, (6) Competency-Based Curriculum.

The newest curriculum in Indonesia is the School-Based Curriculum to replace the Competency-Based Curriculum with some changes. These changes occur in every lesson that must be taught in every educational level. According to Bolstod (2004: 4), School based curriculum is a process in which some or all of the members of a school community plan implement and or evaluate an aspect of aspects of curriculum offering of the school. In this system, each school have different curriculum. They arranged and realized curriculum by their selves. In school-based curriculum each school has their own authority to make their curriculum but should be consider with standard national education especially *SI (Standar Isi)* dan *SKL (Standar Kompetensi Kelulusan)*. It is done to guarantee the attainment of objective national education.

The approach of teaching English in School-Based Curriculum is communicative competence. The main goal of this approach is to increase

learners' communicative competence. This approach focuses on each of the four language skills that are given in an attempt to help teachers and language practitioners make second language instruction more effective and appropriate. Based on Hymes in Fauziati (2009: 136) communicative competence was a definition of what a speaker needs to know in order to be communicatively competence in a speech community. Hymes seems to have parameters with a wider coverage of communicative competence which encompasses not only the formally grammatical but also what is easily understood, appropriate to context, and actually done.

As everybody knows, nowadays there are some schools with the same curriculum use different student worksheet. It makes the researcher interested in knowing how far the student worksheet that is used in SMA of Surakarta compatible with their schools' curriculum or not.

Based on the phenomena the writer is interested in doing the further research that related to the case entitled **“COMPATIBILITY OF STUDENTS' WORKBOOK FOR SECOND YEAR STUDENT OF SMA IN SURAKARTA AND BASIC COMPETENCIES OF SCHOOLS' CURRICULUM ACADEMIC YEAR 2010/2011”**

B. Problem Statement

Having seen the background of this problem, the researcher formulates the problem as follow:

1. How is the compatibility of students' workbooks in listening skill for second year students of SMA in Surakarta and basic competence of School Curriculum 2010/2011 academic year?
2. How is the compatibility of students' workbooks in speaking skill for second year students of SMA in Surakarta and basic competence of School Curriculum 2010/2011 academic year?
3. How is the compatibility of students' workbooks in writing skill for second year students of SMA in Surakarta and basic competence of School Curriculum 2010/2011 academic year?
4. How is the compatibility of students' workbooks in reading skill for second year students of SMA in Surakarta and basic competence of School Curriculum 2010/2011 academic year?

C. Limitation of the Study

The study has two limitations. First, the study limited on students' workbooks for second year students of SMA in Surakarta which produced by The Association of Lesson Teacher (MGMP) for English subject of Senior High School in Surakarta. Second, the study was concerned with evaluating the students' workbook for second year students on 2010/2011 academic year. This limitation is particularly designed in order to get the best result of the study and to make specific focus of study.

D. Objective of the Study

Based on the problem statement above, the objectives of the study are to examine the compatibility of students' workbooks for second year students of SMA in Surakarta and basic competence of School Curriculum 2010/2011 academic year.

E. Benefit of the Study

This part will discuss about the benefit of the study. The benefit of the study divided into:

1. Theoretical Benefit

The theoretical benefits of this research are

- a. Giving contribution to develop the compatibility basic competence of school curriculum in the teaching material.
- b. As a reference to analyze student workbook.

2. Practical Benefit

The practical benefits of this research are:

- a. The result of the study might be used by the SMA teacher as a reference to choose students' workbook that is compatible with the basic competence in school curriculum
- b. The result of the study might be used by the author of the students' workbook to write the students workbook that compatible with basic competence in school curriculum.