

**A STUDY ON THE COMPATIBILITY OF “*FUN AND HAPPY WITH  
ENGLISH*” TEXTBOOK FOR THE FIFTH YEAR STUDENTS  
WITH SCHOOL - BASED CURRICULUM**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

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

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 specially developed instructional resources. In the teaching-learning process, textbook is very important because textbook is used to help the learners and also the teachers. It is important to write and compile textbooks, which properly reflect the purpose of the national curriculum standards reform i.e. deliberate selection of educational content and cultivation of the ability to learn how to learn and to solve problems.

Textbook is the important thing as the media of the learning process and also as the media of the curriculum material in the education system. In curriculum standard, the meaning of the English 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.

Textbook for elementary school is the textbook which covers pictures and dialogue to attract the student's interest. Every theme 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.

A book may be ideal in one situation because it matches the needs of that situation perfectly. It has just the right amount of material for the program, it is easy to teach, it can be used with little preparation by inexperienced teachers, and it has an equal coverage of grammar and the four skills. There are many kinds of textbook evaluations theory, such as; (1) the textbook evaluation is one aspect of a good language teaching materials by Tomlinson (1998: 7) which has the sixteen characteristics (2) the criteria of analysis by Hutchinson (1994: 96) based on the current curriculum with four criteria, and etc.

The current English curriculum is School-based curriculum. The material such as textbook should be appropriate with the current curriculum. According to Bolstad (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 or aspects of the curriculum offering of the school. In this study the writer wants to know what the English textbook should be designed based on the School-based Curriculum or not.

School-based Curriculum is the curriculum arranged and realized in each education institution, it consists of the purpose of education organization of the curriculum in each institution, education calendar, and syllabus. Syllabus is the lesson plan of the certain lesson or certain topic/theme which consists of standard of competence, basic competence, main material, teaching-learning activity, indicator, time allocation, source material and the media (Khaerudin, 2007: 80-81)

The English textbook for the learners of the elementary school are various and the writer wants to know how far the compatibility of the English textbook "*Fun and Happy with English, Grade 5*" with the School-based Curriculum implemented in some elementary schools in Indonesia.

The English textbook "*Fun and Happy with English*" is one of the English textbooks used in some elementary schools in Surakarta area. This book is not only using contextual approach based on everyday life but also introducing students to the importance of environmental preservation (environmental awareness program). The material in this book is difficult to understand. In this study the writer is interested in conducting a research about

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## **B. Problem of the Study**

The problem, which the writer is going to investigate, is "What are the materials of English textbook entitled "*Fun and Happy with English Grade 5*" compatible with the guidelines of School-based Curriculum?" The writer raises several subsidiary research questions as follows;

1. Are the listening materials of English textbook entitled "*Fun and Happy with English Grade 5*" compatible with listening skill indicators of School-based Curriculum?

2. Are the speaking materials of English textbook entitled “*Fun and Happy with English Grade 5*” compatible with speaking skill indicators of School-based Curriculum?
3. Are the reading materials of English textbook entitled “*Fun and Happy with English Grade 5*” compatible with reading skill indicators of School-based Curriculum?
4. Are the writing materials of English textbook entitled “*Fun and Happy with English Grade 5*” compatible with writing skill indicators of School-based Curriculum?

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

Based on the research problem, the objectives of the research are;

1. Investigating whether or not the listening materials in “*Fun and Happy with English Grade 5*” textbook is compatible with indicators in listening skill of School-based Curriculum.
2. Investigating whether or not the speaking materials in “*Fun and Happy with English Grade 5*” textbook is compatible with indicators in speaking skill of School-based Curriculum.
3. Investigating whether or not the reading materials in “*Fun and Happy with English Grade 5*” textbook is compatible with indicators in reading skill of School-based Curriculum.

4. Investigating whether or not the writing materials in “*Fun and Happy with English Grade 5*” textbook is compatible with indicators in writing skill of School-based Curriculum.

#### **D. Benefit of the Study**

1. Theoretical Advantage

The writer hopes that the result of the study might be used as a reference for analyzing the English textbook.

2. Practical Advantage

- a. The writer hopes that the teachers will know the compatibility of the textbook with the curriculum.
- b. The teachers know how far the textbook follows the curriculum demand.

#### **E. Research Paper Organization**

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

Chapter I 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 related literature. This chapter consists of previous study, notion of textbook, function of textbook, the English textbook “*Fun*

*and Happy with English Grade 5*”, textbook analysis (*Cunningsworth’s evaluation*, School-based Curriculum, Standard of Material Competence, and Syllabus).

Chapter III is research method. It consists of type of research, object the research, data and source of the data, 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 “Fun and Happy with English” textbook, analysis and compatibility of skills indicator in textbook with the School-based Curriculum indicators, and discussion.

Chapter V is conclusion and suggestion. It consists of the research and then it proposes some suggestions.