

CHAPTER I

INTRODUCTION

A. Background of the Research

Suitability is the quality of having the properties that are right for a specific purpose. In teaching-learning process, teacher not only teaches the students but also has to select the books used in teaching-learning process. The books are the most important thing needed by the teacher in teaching-learning process. To get the success in teaching-learning process, the teacher should select a book based on the curriculum.

The curriculum applied by the Indonesian government nowadays is the 2013 Curriculum. The 2013 Curriculum is a new curriculum that replaces the School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. This School Level-based Curriculum has been applied in Indonesian Education for six years. The 2013 Curriculum is firstly tried in 2014. It has been applied for grade one, two, four, and five of Elementary school, in the Junior High School, it has been applied for seventh and eighth grade, in Senior High School, it has been applied for tenth and eleventh grade. This curriculum has three assessments, they are knowledge assesment, skill assesment, and attitude and behavior assesment.

In teaching-learning process, a book has an important role especially for the teachers and the learners. It is used as guiding in teaching-learning process. Nunan

(1985:2) states that the present book is intended to provide teachers with the skill they need to address in systematic fashion, the problem and the tasks which confront them in their program in their programmed planning.

The presence of textbook is necessary to support the function of teaching teaching-learning process. Brown (1994: 14) states that the most obvious and most common form of material for language instruction comes through textbooks. The statement means that the most common factor to support the success of teaching-learning process is textbooks.

Teaching materials are key component in most language program. Whether the teacher uses a textbook, institutionally prepared materials or making use of his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

Cunningsworth (1995: 7) summarizes the role of materials 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 sources of simulation and ideas for classroom activities, (e) a syllabus, and (f) a support for less experienced teachers who have yet to gain in confidence. Concerning the functions, Doubbley-Evan and St John (1998: 170-171) suggest that for the teacher of ESP courses, material serve the functions: (a) as a source a language, (b) as a learning support, (c) for motivation and stimulation, (d) for reference.

The goal of teaching English at the different levels of education is different. Not only the goal, but also the material is different too. In higher levels of education, they have deeper and broader goal of material. They, however, share the same general objective, for example, their graduates are supposed to be able to use the language well, spoken, and written (Soejono, 1986: 63).

A syllabus is an outline and summary of topics to be covered in an education or training course. A syllabus is often either set out by an exam board, or prepared by the professor who supervises or controls the course quality. It may be provided in paper form or online. Yulaelawati (2004: 123) defines a syllabus as a planning element, lesson implementation set, and an assesment containing of related elements and arranged systematically to reach the competences.

The writer chooses an English textbook *BAHASA INGGRIS* used by the eleventh grade of Senior High School as an object of this research. This book is the first 2013 Curriculum book published by the government in 2014. This textbook has five chapters for the first semester. The first chapter of this book has a theme “Can greed ever be satisfied?”. This chapter deals with suggestion and offering material. The second chapter is “Bullying: A cancer that must be eradicated”. It contains of expressing opinion material. The third chapter is “Hopes and Dreams”. In this chapter, the book explains to the students about expressing hope. Chapter four deals has a theme “Vanity, what is thy price?”. It is about writing a formal invitation. And the last chapter is “Benefit or doubt!”. The last chapter is the resumng of the previous chapter. It is about informal invitation or personal letter.

Although the textbook published by the government of Indonesia, but there are some materials in the syllabus of 2013 curriculum which are not written in the *BAHASA INGGRIS* textbook. In the third chapter, there are some language features written in the syllabus, such “simple past tense”, “present perfect tense”, and “present perfect continuous tense”. After reading this chapter, the writer cannot find a phrase or a sentence which uses a present perfect continuous tense. Not only in the third chapter, but in the fourth chapter also not written a material from syllabus. The text structure of the syllabus contains two materials. They are “*Menyebutkan tujuan undangan*” and “*Menyebutkan informasi rinci undangan*”. But the writer cannot find the goal of invitation or *Menyebutkan tujuan undangan* in the fourth chapter.

Based on the description above the writer is interested to analyze **THE SUITABILITY OF ENGLISH TEXTBOOK “BAHASA INGGRIS” WITH THE 2013 CURRICULUM OF SENIOR HIGH SCHOOL GRADE XI.**

B. Problem Statement

Are the materials in *BAHASA INGGRIS* textbook used at eleventh grade of Senior High School suitable with the 2013 Curriculum?”

C. Limitation of the Study

In this study, the writer analyzes the senior high school English textbook for the eleventh grade entitled *BAHASA INGGRIS* published by the government as the first 2013 Curriculum textbook.

D. Objective of the Study

The objective of this study is to describe the suitability of *BAHASA INGGRIS* textbook used at eleventh grade of Senior High School with the 2013 Curriculum syllabus.

E. Significance of the Study

There are two kinds of significance in the study, they are as follows :

1. Theoretical significance

- a. The result of this study can be used as a reference for those who want to conduct a research in analyzing English textbook that is suitable with the 2013 Curriculum.
- b. The result of this study will be useful for the readers, especially for the English teacher.

2. Practical significance

- a. The result of this study will be useful to help the writers and the publishers in designing the suitable English textbook for the students.
- b. The result of this study will be useful to help the teacher select a good textbook especially which is suitable with the 2013 Curriculum.

F. Research Paper Organization

To make clear in understanding the whole view of this research paper, the writer constructs the organization of the research as follows:

Chapter I is Introduction dealing with Background of the Study, Limitation of the Study, Problem Statement, Objective of the Study, Significance of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature. It deals with Previous Study, Suitability, Textbook, the 2013 Curriculum, and Syllabus.

Chapter III deals with Research Method. It contains Type of the Research, Object of the Research, Data and Data Source, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is Data Analysis of *BAHASA INGGRIS* textbook. It deals with the Research Finding and Discussion.

Chapter V concerns with Conclusion and Suggestion.