

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the study**

Looking at the science and technology development, language has an important rule for human life. By using language people can express their ideas, emotion, and desires, and it is used as a medium to interact with others to fulfil their daily need. English has been the most important language in International communication. People all over the world speak by using language when they meet each others in every international meeting, workshop, or conference. All countries in the world have set the language as one of the compulsory subject studied at school. English becomes one of the most popular languages in the world and most widely applied into the official language in several states. Mastering the English language is very exciting because we can communicate with friends from other countries, reading English book, traveling around etc, as International.

Nowadays, people live in globalization era, so they need to learn English language. In Indonesia, English is learned formally by students in elementary school for the first time. Through teaching English, the government hopes students can acquire knowledge and technology to build our country. Richards (1985:2) states that “In countries where English is not an official language it may still have a significant role to play. It may be an important school subject and it may be necessary to pass an examination in English to enter a university. It may be the language of certain courses at a university, or at least of a large percentage of the students’ textbooks. It may be needed for people who work in tourism, business, and for some sections of the civil service”.

The success of English language teaching can be seen by how far the learners can communicate in the target language. The other thing that the teachers should know well is the curriculum. This is because curriculum is considered to be the main source for teachers to determine the way, how to teach, and what the material to take the time allotment and also deal with testing devices. So we need textbook which is appropriate with curriculum. Richards (2001: 1) states that “Teaching materials is a key component in most language programs. Whether the teacher uses a textbook, institutional prepared material or make 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”.

In education, we need textbook to help students to learn the material which is given by the teacher. Textbook is one of many learning resources used in learning. It can provide information and subject matter in the form of printed media. Buckingham (1958) in Tarigan (1993: 11) states that “A textbook is a book which usually used by teacher to support the teaching learning process in school and universities”. Cunningsworth (1995) in Richards (2001: 1) summarizes the role of materials (particularly coursesbooks) in language teaching as: (1) A resource for presentation materials (spoken and writer); (2) A source of activities for learner practice and communicative interaction; (3) A reference source for learners on grammar, vocabulary, pronunciation, etc; (4) A source of stimulation and ideas for classroom activities; (5) A syllabus where they reflect learning objectives which have already been determined; (6) A support for less experienced teachers who have yet to gain in confidence.

Book is a source of knowledge. It can help students to increase knowledge and help them to understand what has been taught by teacher. In selecting of textbook, they must be careful because teacher needs to select whether the book is appropriate for learners or not. There are several textbooks which have undeserved reading materials and the images selection. So, good textbook is when it has the

perfection of teaching in their subject. However, good textbook is the textbook which is match with the curriculum at the school.

In Indonesia curriculum is always changed every period of government. Indonesia has 10 time change of curriculum. For the first time in 1947, Indonesia use lesson plans 1947 curriculum, second in 1952 use lesson plans unraveled 1952 curriculum, third in 1964 use lesson education 1964, forth in 1968 use 1968 curriculum, fifth in 1975 use 1975 curriculum, sixth in 1984 use 1984 curriculum, seventh in 1994 use 1999 curriculum, eighth in 2004 use *KBK* curriculum, nine in 2006 use *KTSP* curriculum, and the last in 2013 use 2013 curriculum.

According Caswel and Campbell in Susilo (2007:81) curriculum is to be composed of all the experiences children have under the guidance of the teacher. Ronald C. Doll in Susilo (2007: 81) “the commonly accepted definition of the curriculum has changed from content of courses of study and list of subject and courses tool the experiences which are offered of learners under the auspices or direction of the school”. Curriculum classified into two: the curriculum as a plan and functional curriculum. According Beauchamp in Susilo (2007: 81-82) “a curriculum is a written document which may contain many ingredients, but basically it is a plant for the education of pupils during their enrollment in given school”. According Lawrence Stenhouse in Nurgiyantoro (1988: 3) curriculum is the planned composite effort of any school to guide pupil learning toward predetermined learning outcome”. So, curriculum is the plan and role about content and learning materials in teaching learning activities.

One of the schools that still use *KTSP* curriculum is SMP Muhammadiyah 1 Sragen. In the process of teaching and learning SMP Muhammadiyah 1 Sragen uses English textbook entitled “English in Focus” from Ministry of Education. “English in Focus” is a book arranged by the national editorial team and has been rated by the National Education Standard Agency. *KTSP* curriculum is curriculum which is developed and implemented in some educational institution in Indonesia. *KTSP* curriculum sets in UU No. 20 in 2003 about National System of Education and

*PERPU* No. 19 in 2005 about National Standards of Education. *KTSP* curriculum preparation begins in 2007/2008 academic year with as the references content standards and competency standards.

*KTSP* curriculum is decentralized, it means that all the rules have been made by the central government, in *KTSP* curriculum some regulations in the curriculum was developed and submitted to be decided by the parties in the area or school. Though the freedom to develop at every level of the education, curriculum development should be in accordance with the National Standard which are set by the *BSNP*. It is stated in the regulation of the Minister of National Education No. 23 in the 2006 about Standard of Graduates Competency on every level of the education. *KTSP* curriculum development involves teachers, staff and member school of committee and experts from local universities. With the involvement of school committees for curriculum development, *KTSP* curriculum is prepared to be in accordance with the aspiration of society, situations, environmental conditions and community needs.

Selecting a good textbook is also important. A good textbook should be suitable with the curriculum in order to support the success of teaching learning process. Many school use textbook to support teaching learning activities but the problem is whether the textbook is consistent with the *KTSP* curriculum or not and then the whether it is appropriate with criteria of good textbook or not. As we know, there are some problems on the content of his textbooks which are not appropriate for students. It is because there are problems on the material, presentation, illustration and language. Besides that, we need to be careful in choosing textbook, because there are several passages in the textbook which are not supposed to be involved on a student textbook. Ought to we must choose a good textbooks for our students because textbooks can help students in teaching learning activity.

“English in Focus” is a textbook used by SMP Muhammadiyah 1 Sragen. It is a book which is published by government. Although the contents of the book are in

accordance with the *KTSP* curriculum, there are some materials which have not been delivered. So, teachers must find additional material from other sources like the other book or internet. In English in Focus textbook, there is at least a vocabulary on every chapter, the questions and reading text are not varied, and at least recount text.

The writer chooses English textbook English in Focus used by the eleventh grade of Junior High School as an object of this research. This book is published by government in 2008. This book has six chapters. From the explanation, the writer wants to know whether the textbook claiming that they are based on *KTSP* curriculum are relevant with the curriculum or not and the title of the writer research is "**AN ANALYSIS OF THE ENGLISH TEXTBOOK FOR THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL BASED ON THE KTSP CURRICULUM IN SMP MUHAMMADIYAH 1 SRAGEN.**"

### **B. Limitation of the Study**

This study focuses on the analysis of the English textbook based on the *KTSP* curriculum in SMP Muhammadiyah 1 Sragen because the writer wants to know that the material in each chapter in according with the *KTSP* curriculum or not and limitation to get finding relevant with *KTSP*. These purposes of limitation are more focuses, efficiently energy, and limits energy.

### **C. Problem Statement**

Based on the background of the study, the writer formulates as the follows:

1. Are the materials in the English textbook entitled "English in Focus" appropriate with the *KTSP* curriculum?"
2. What are the strength and weakness in the English textbook entitled "English in Focus"?

#### **D. Objective of the Study**

1. To describe the materials in the English textbook entitled “English in Focus” based on the *KTSP* curriculum or not.
2. To describe the strength and weakness in the English textbook entitled “English in Focus”.

#### **E. Significance of the Study**

The writer really hopes that this study has benefits that are divided into theory and practice benefits, they are as follow:

1. Theoretical significance

The finding of this research is useful to the knowledge who interest is analyzing English textbook based on *KTSP* curriculum.

2. Practice significance

- a. For teacher

The benefit of this research is that the teacher can select a good English textbook especially which is appropriate with the *KTSP* curriculum.

- b. For student

The benefits of this research are to give the students some information and large knowledge about English textbook which is appropriate with the *KTSP* curriculum.

- c. For reader

The writer hopes that the readers can know the consistency of the English textbook with the *KTSP* curriculum.

- d. For other researcher

The result of this study can be used as reference for others who conducted similar problem.

## F. Research Paper Organization

In writing this paper, the writer divides it into five chapters.

Chapter I is introduction. It consists of background of the study, limitation of study, problem statement, objective of study, benefit of the study, and research paper organization.

Chapter II concerns with review of related literature that describes the previous study, teaching English, definition English text book, and definition curriculum.

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

Chapter IV deals with research finding and discussion. The research finding is elaborated into the analysis of the English textbook for the second year students of Junior High School based on the *KTSP* curriculum in SMP Muhammadiyah 1 Sragen.

Chapter V draws the conclusion, pedagogical implication and suggestion.