

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

English is the language of international communication. By using English, people could access to lots of things that may improve their quality of life. Such as, have a better chance of career development, obtain knowledge for study purposes and stay in touch with other people in the world. Therefore, actualizing the importance of English language in globalization era, the ministry of education has recently introduced 2013 curriculum that is known as integrated curriculum. This fact shows that 2013 curriculum uses English as the compulsory study to be mastered by both teachers and student.

In teaching and learning process of English There are many features could affect the result of the learning. They appeared before or after the teaching learning took place. Teachers have important roles in the teaching learning process. They plan the syllabus, prepare the materials, and teach in the classroom.

One of the factors which was support teaching and learning process is textbook. In fact, textbook use as sources material of teaching learning process. A textbook is an instructional material which contains of contents and materials of the subject that is well organized to written form and has a great contribution in the teaching and learning process (Yulianti, 2011, p. 1). Textbook provides goals and adjectives for each lesson. Cunningsworth (1995) mentions that the uses of the textbook are considered helpful because most of goals and aims have already been prepared in a set of practices based on what students need to learn. With the

aid of textbook, teacher could plan teaching material systematically and effectively as textbook provides aim and goal for each lesson. The teacher could prepare and develop learning materials and class activities efficiently. While for student, textbook can help them as reference in learning so that they're able to do self-study outside the school session. The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom (Cunningsworth, 1995, p. 5). An inappropriate textbook could possibly make the class full with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning. Such reasons make the selection of textbook used by teachers become relatively crucial. Textbook must be in accordance with student's needs, the goals and objectives, and the current curriculum. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teachers to be possible.

Not only textbook, but also curriculum is very important factor for the success of an education. Based on UU No. 20 tahun 2003 about the National Education System stated that —*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.* Based on that, the curriculum is a plan of national education system which is used to achieve the objectives of national education and curriculum also a regulation about the goals, contents, learning material and the way to conduct the teaching learning process. In this era, an education field uses

2013 curriculum as tool to conduct the teaching learning process. The learning sessions of the 2013 curriculum are more student centred. Learning sessions require more time since the students need to practice more in asking, associating and communicating. In addition, the content of the 2013 curriculum focuses more on developing students' skills in communicating and using English or in other words productive skills because they will learn to use these skills in their daily lives.

There are many publishers that have published English textbooks for the first-grade students of Junior High School. Textbooks must hold the main instruments to implement the prescribed curriculum. Plenty of English textbooks for Junior High School are claimed to be published and written based on the basic competencies in the syllabus of English 2013 curriculum, but not all of them are really in line with the 2013 curriculum. nevertheless, some of them are not appropriate with the standard of national standard Education board (BSNP). BSNP (National Education Standard Council) who is responsible for designing curriculums had tried hard to deliver good curriculums. The Education National Standard Council (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP, qualified textbooks are required to meet the four elements of eligibility, which are content feasibility, language feasibility, feasibility of presentation, and feasibility of graphic. The four elements of eligibility are outlined in the form of fairly detailed indicators and teacher/student 4 can apply them. For the textbook appraisers, this instrument can be used as the

basis for textbook writing / development so that the results do not deviate from the expectation of BSNP.

Based on the importance of a textbook as the source of materials for teaching, it can be inferred that textbooks have an important role in learning activities especially foreign languages. Therefore, it is important to know how to choose good textbooks. From that point, the researcher is keen on doing research to find out content quality of the English textbook based on National Education Standard Council (BSNP). For the requirements of this study, the researcher chose a textbook entitled *English on Sky* used in first grade of senior high school published by Erlangga. The researcher chooses the *English on Sky* textbook because it is one of books based on the 2013 Curriculum.

## **1.2 Statement of the Problem**

Based on the background above, the problem that should be answered in this research is how *English on Sky* textbook fulfils the requirements of feasibility of content based on 2013 curriculum according to BSNP?

## **1.3 Objective of the Study**

The purpose of this research was to know how *English on Sky* for seventh grade published by Erlangga meets the feasibility of content requirements based on 2013 curriculum according to BSNP.

## **1.4 Theoretical Framework**

In this , the researcher focuses on a textbook published by Erlangga which analysed based on 2013 curriculum. The researcher will analyse how the content or the material has fulfilled the feasibility of content requirements in 2013 curriculum and rubric assesment would be adopted.

In this study, there are 4 categories provided by BSNP for analysing textbook these are feasibility of content, feasibility of language, feasibility of presentation and graphic. But the researcher only uses one out of four categories which BSNP provides as textbook assessment. That is feasibility of content. The feasibility of presentation, feasibility of language and feasibility of graphic are excluded, due to the purpose of this study is find out the suitability the material in textbook to 2013 curriculum based on the content only And the other reason is the three excluded categorized may weaken the effectiveness of this research, and the research may be bias.

## **1.5 Significance of the Study**

The result of the study is hoped to be useful for teacher to have new information about the content of *English on Sky* textbook to be used in the classroom and able to make sure the textbook is in comply with the current curriculum. The ministry of education is also likely to find the result of this research useful, as if any flaws detected, they can find a way to develop and evaluate the textbook. As the textbooks published by them are expected to be an example for other publishing companies.

## **1.6 Scope of the Study**

The scope of this study is the content of English textbook *English on Sky* published by Erlangga for Junior High School grade seventh which is analysed the feasibility of content requirements specified in 2013 curriculum and BNSP rubric assessment would be adopted.

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## **1.7 Definition of Key Term**

Following are the definition of important key terms in this study:

### **1. Content analysis**

Cole in Elo and Kyngas(2007) states that content analysis is a method of analyzing written, verbal or visual communication messages.

### **2. Textbook**

Jack (2002) states that textbook is called a book on a specific subject used as a teaching learning guide, especially in a school or college.

3. 2013 Curriculum

curriculum is the applicable curriculum in the Indonesian Education System. This curriculum is a permanent curriculum implemented by the government to replace the 2006 Curriculum.

4. *English on Sky* English textbook

An english textbook is a textbook which was developed and published by Erlangga in Jakarta, 2007 and it related with the Indonesian 2013 curriculum (revised 2016).

5. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook.