



CHAPTER I

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1.1 Background of the Study

A curriculum is designed to meet the society's needs that develop along with the development and growth of the society. Accordingly, it is developed from time to time to reach the expectation. In Indonesia, the curricula known chronologically are: the 1975 Curriculum, the 1984 Curriculum, and the 1994 Curriculum. Each is replaced by the following one to keep up with the development of the society's needs. The sequential replacement is to adapt to the demand of a certain period of time, and it is by all means natural judging from the interval of time.

Starting from the academic year 1994-1995, a new curriculum, the 1994 Curriculum, is implemented to replace the 1984 Curriculum. This curriculum is set up to accommodate new educational objectives: to prepare the students to become members of the society who have an interactional relationship with the society, the culture, and the environment.

To follow the development of curriculum, it is essential to notice some main features pertaining to the 1994 Curriculum, specifically 1994 English Syllabus as one of the Curriculum components dealing with the teaching of English. The features such as the organization, the flexibility of the local content and the format as well as the content of the syllabus, signify the 1994 Curriculum. All

these main features color the 1994 Curriculum so as to require some reform including certain textbooks, methods in its implementation.

It is noticeable in the field of English subject that the 1994 English Syllabus has been put into practice to replace the 1984 English Syllabus. This has unavoidably brought about some reforms to the teaching of English including the textbooks. The textbooks as one sort of the instructional materials are implied in the 1994 English Syllabus to be organized by means of themes and topics listed in the 1994 English Syllabus.

In line with the innovation in the English Syllabus, some features pertaining to the 1994 English Syllabus have to be taken into consideration in determining the instructional materials to be used. The flexible design of the syllabus, for instance, does not lead only to the adoption of the official English textbooks, but also the materials that contain authentic English such as newspapers, magazines, television or radio programs, and the like. This condition requires teachers' and textbook-writers' creativity in developing the instructional materials.

Besides its flexibility, the 1994 English Syllabus aims at developing the communicative competence. The objective of teaching is to develop the English language skills in order of priority of reading, listening, speaking, and writing in thematic situations in accordance with their individual developmental levels and interests, using appropriate structures and vocabularies (Depdikbud, 1993).

This implies that reading materials occupy the greatest portion of the instructional materials.

Another major feature is the teaching approach. The 1994 English Syllabus applies the Meaning-based Approach, which is merely slightly different from the Communicative Approach applied in the 1984 English Syllabus. The Meaning-based Approach is targeted toward the achievement of written as well as oral communicative competence, in which the instructional materials are presented integratively and meaningfully on the basis of themes (Saukah, 1995).

Taking notice of those features attached to the 1994 English Syllabus, the learning resources of English subject, particularly the English textbooks, no doubt require some adjustment. English textbooks, hence, should be developed to be compatible with the 1994 English Syllabus. They should include the materials that support the mastery of the four English language skills with the emphasis on the development of reading skill. In addition, the materials adopted should be relevant to the students' immediate and future needs.

So far, there have been a lot of English textbooks written based upon the 1994 English Syllabus. One of such English textbooks is entitled "English for the Senior High School" by Sri Lono Widodo, BA, et al. However, it is still a question whether these English textbooks really reflect the implementation of the 1994 English Syllabus.

To be justifiable, this study tries to see into the content of the English textbooks mentioned above, particularly Book 1A. It is to find out how far the English textbook comprises the features pertaining to the 1994 English Syllabus.

1.2 Statement of the Problem

Based on the background of the study, this study endeavors to reveal the following problem: Is the content of the English textbook entitled "English for the Senior High School Book 1A" compatible with the 1994 English Syllabus?

1.3 Objective of the Study

This study is intended to find out whether the content of the English textbook entitled "English for the Senior High School Book 1A" accords to the 1994 English Syllabus.

1.4 Significance of the Study

The result of this study is expected to help the English teachers decide whether the English textbook entitled "English for Senior High School Book 1A" is worth using as the official textbook. In other words, it is meant to provide teachers of English subject in Senior High schools with insight in evaluating and choosing the suitable English textbooks required by the 1994 English Syllabus.

1.5 Limitation and Scope of the Study

Considering that more than one kind of English textbooks are written on the basis of the 1994 English syllabus, the writer feels that it is necessary to limit her study only to the English textbook entitled "English for the Senior High School Book 1A" written by Sri Lono Widodo, BA, et al. Her preference in focusing on this sort of English textbook is due to the use of the English textbook as one of the official English textbooks adopted in the teaching of English at Senior High schools in Surabaya.

1.6 Definition of Key Terms

To avoid ambiguity of meaning the terms used in this thesis, the terms are defined as follows:

1.6.1 Syllabus is a specification of the content of a course of instruction and the order in which the content will be presented (Long and Richards, 1987). In this study, Syllabus is "the Garis-Garis Besar Program Pengajaran 1994".

1.6.2 Textbook is a book used in the study of a subject (Webster's Third New International Dictionary, 1986). Textbook, in this study, is the book used as the teaching materials in teaching English at Senior High schools to accord to the implementation of the 1994 English Syllabus, namely the book entitled "English for the Senior High School Book 1A" by Sri Lono Widodo, BA, et al.

1.6.3 Compatible means in accord with or appropriate.

1.7 Theoretical Framework

This study is based on the following theories: Teaching English Communicatively, The 1994 English Syllabus and the Development of Instructional Materials.

1.7.1 Teaching English Communicatively

Communicative Language Teaching directs the students to communicate genuinely, spontaneously and meaningfully in the target language (Brown, 1987). In the field of English, the ultimate goal of teaching English communicatively is the ability of using the language productively and receptively in unrehearsed contexts. The teaching must give prime importance on all components of communicative competence, function of language and fluency. In order to have true communication, the instruction must be based on task-oriented activities in the target language which focus on issues that are relevant and meaningful to the students. Teaching English communicatively makes use of authentic language in the largest portion of its instructional materials.

1.7.2 The 1994 English Syllabus

The 1994 English Syllabus, which has been implemented since the academic year 1994-1995, consists of two main parts: the Introduction and the Instructional Program. This syllabus brings up that the teaching of English in Indonesia aims at developing students' English language skills in order of priority

as follows: reading, listening, speaking, and writing through themes sorted out on the basis of students' individual level of development and interests, with appropriate structures and vocabularies. The approach to teaching English employed is the Meaning-based Approach. The teaching-learning process in the 1994 English Syllabus emphasizes on the involvement of the students in activities using English (Depdikbud, 1993).

1.7.3 The Development of Instructional Materials

The development and the selection of instructional materials greatly depend on the type of learning to be taught, the availability of existing relevant materials and developmental resources available (Dick and Carey, 1978).

There are several procedures to follow in developing the materials into actual instructional materials: select appropriate instructional objectives, determine the theme, select the possible topics, determine the appropriate topic, determine the kinds of communicative activities, determine the communicative functions, the grammatical structures and the vocabulary items, and determine the appropriate texts, all must be related to the students' needs and level of development.

1.8 Organization of the Thesis

This study consists of five chapters. The first chapter is devoted to the introduction of the study which covers the background of the study, statement of the problem, objective of the study, significance of the study, limitation and scope of

the study, definition of key terms, theoretical framework and organization of the paper. Following the introduction of the study, the writer deals with review of related literature in Chapter Two. The description of research method is given in Chapter Three, whereas in Chapter Four the writer lists the findings and the interpretation of findings. In the last chapter namely Chapter Five, the writer gives the conclusion of her study and some suggestion for further studies.