

CHAPTER I

INTRODUCTION

A. The Background of the Study

An analysis of the learning material is necessary to improve the teaching-learning process and to keep the teaching-learning process on the track of the curriculum. This aims at ensuring that the learning materials the students learn suit the demands of present curriculum and is compatible with their needs, interests, and level. In line with this, Richards (2001:15) points out that educational program should be based on an analysis of learners' need as one of fundamental assumption of curriculum development. It focuses on determining knowledge, skills, value, students learn in school, the students have to be provided with learning experience, and teaching-learning process in school or educational program that are required in the curriculum.

Present curriculum, School-based Curriculum (KTSP) notes four language skills, namely listening, speaking, reading and writing, that should be achieved by the students in learning English. Those four skills have their own different competence standards and School-based Curriculum requires the students supposingly to understand and to deliver various meanings (interpersonal, ideational, and textual) in the kinds of interactional verbal text for listening and speaking, or non-verbal text for reading and writing, and also monolog texts especially descriptive, narrative, spoof, procedure, report, forms (Balitbang Depdiknas, 2003:17).

Dealing with the four skills, Brown (2004:185) claims that reading is arguably the most essential skill for success in all educational contexts. Yet, reading is one of the most complex skills that many learners still find difficulties and problems to acquire this skill. This is due to learning to read is a decontextualized activity that clearly presents linguistic and cognitive challenges for children that are somewhat separate from those presented during highly contextualized, spoken communication (Hoskyn, 2004:109).

There are many reasons affecting students' lack of reading skill; it may be their lack of reading strategies, their lack of word recognition and phonemic awareness, but major reason of this problem is that the reading material students read does not suit to their knowledge level, needs, and interests. Therefore, teachers who dominantly take responsibility in providing reading materials for teaching reading, need to select appropriate textbook to help their students succeed in acquiring reading skill. This is due to the fact that textbook is one of the most important teaching instruments teachers may use to enable students achieve the learning goals. In addition, it also functions as a daily guidance or instruction for the teacher (Posner, 2004:6).

However, the process of selecting an appropriate textbook is not a frivolous matter. Teachers should consider some aspects before determining a good textbook for the students. They should be making an informed decision which is based on detailed analysis of what it offers and what the students need. They also have to consider that a good textbook not only covers knowledge which should fit to the requirements and the demands of the curriculum, but also generates interests

and motivation for the students who read it as the students tend to read something that is interesting for them. As the result, teaching and learning process can be purposeful and meaningful.

Therefore, English teachers have to be selective to find the proper textbooks in order to improve teaching and learning process, particularly in teaching reading. Because by selecting good textbook which features good reading materials, teachers can provide students knowledge to achieve learning goals and to increase their students' intellectuality which later has a big influence to their academic success.

To examine whether teachers have selected proper textbook, the researcher conducted an early observation in second grade of SMP Swasta Bandung Deli Serdang. It was found out that the school only enables the teachers to select the textbooks if it is marked with "based on content standard". It was also found out that this school uses "English on Sky 2" textbook published by Erlangga. During the observation, the teacher argued that this textbook is relevant to School-based Curriculum standard, beside it is published by prominent publisher that they have been trusting for years, and most of all, it covers materials and knowledge students need in learning English. But these statements can not be completely taken for granted. Considering the condition above, the researcher was challenged to conduct a study on analysis of "English on Sky 2" textbook which is used by the second grade students of SMP Swasta Bandung Deli Serdang in aspect of reading materials which being examined to see its conformity to School-based Curriculum criterias.

B. The Problem of the Study

The problems of this research were formulated as follow:

1. Are reading materials in “English on Sky 2” textbook in conformity with the requirements of School-based Curriculum?
2. How is the distribution of reading materials in “English on Sky 2” textbook on School-based Curriculum?

C. The Scope of Study

This research focuses on examining learning materials which is textbook entitled “English on Sky 2” used by the second grade students of SMP Swasta Bandung Deli Serdang. It deals with analyzing reading materials which were compared to the requirements of School-based Curriculum including the indicators, the text types, social functions, rhetorical structures, and linguistics features.

D. The Objective of Study

Based on the formulation of the research problems above, the objectives of this research are:

1. To find out whether or not reading materials in “English on Sky 2” textbook are in conformity with the requirements of School-based Curriculum.
2. To describe clearly the distribution of reading materials in “English on Sky 2” textbook based on School-based Curriculum.

E. The Significance of Study

The result of this research is expected to give some significance not only theoretically but also practically. The details are presented below:

1. Theoretically

The findings of the study later will add some new theories and information in selecting the appropriate English textbook.

2. Practically

a. Students, to improve their motivation to read, because the teachers will have already known about how to choose interesting textbook for teaching and learning process.

b. Teachers, to improve their knowledge in selecting appropriate reading materials for the students, so that the students can gain their motivation to read.

c. Other Researchers, this study hopefully will be useful as a reference for other researchers who are interested in developing similar study.