

CHAPTER I

INTRODUCTION

A. The Background of the Study

The curriculum in Indonesia has been changing and developing for many times. Indonesia has already implemented some curriculum known as the 1947 (Planning of Teaching or *Rencana Pengajaran*) Curriculum, 1952 Curriculum, 1964 (Basic Education Planning or *Rencana Dasar Pendidikan*) Curriculum, 1968 (Elementary School Curriculum or *Kurikulum Sekolah Dasar*), 1975 (*PPSP* or *Proyek Perintis Sekolah Pembangunan*) Curriculum, 1984 (1984 Designed Curriculum), 1994 (Revised Curriculum), 2004 (Curriculum Basic Competence), 2006 (School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan*), and the latest curriculum which is called *Kurikulum 2013*. There are still some schools which apply the *KTSP* (School-Based Curriculum) related to some reasons. One of the reason is because the current curriculum still has some weaknesses which need to be repaired and to be created as the better one than the previous. The *KTSP* or also known as School Based Curriculum (SBC) is designed so that every school can develop the teaching and learning process according to the learners' characters and the situations of school. As a result, teachers can develop their methods and techniques in teaching and learning process and can increase the learners' competencies, too. The success of the curriculum which is being used also depends on some factors. If those factors are fulfilled, the main goal of the implementation of SBC which is to develop learners' competencies will be

achieved. One of those factors is the use of material itself. There are so many kinds of teaching media used in teaching and learning process as the supporting tools, one of the teaching media is textbook. Textbook is an important media in teaching and learning process. Textbook has some important roles to help both teachers and learners in explaining and understanding the materials. Moreover, it has been more crucial when English is learned as a foreign language such as in Indonesia which is being learned by Indonesian learners only inside the classroom. Therefore, most teachers often use textbooks as their source and guidance for learning process. That is why the effectiveness of teaching English in classroom is straightly supported by teaching media. Tok (2010) says that textbook not only provides a framework for teachers and helps them in achieving the goals of the course, but also would serve as a guide to the teacher when conducting lessons. In line with that, Shannon (2010) represents textbook as the comodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromises in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and learners will make use of them. Hutchinson and Torres (1994:315) suggest that textbook is an almost universal element of teaching. Million of copies are sold every year, and numerous aid projects have been set up to produce them in countries. No teaching and learning situation, it seems, is complete until it has its relevant textbook.

The analysis and the evaluation of existing textbooks play a very important role in the process of developing new textbooks. This analysis determines many

aspects such as the content, the procedures, the methods for teaching and learning. It also has a syllabus for teachers to be followed in teaching. Textbook is usually published by authorized publishers which claim that the materials exist in their textbook are suitable to the objectives of current curriculum. In addition, the government of Indonesia has been trying to make curriculum periodically which suits the demands in the global era. Analyzing and fixing problems with existing textbook provide the basis on which the direction of development of new teaching materials can be presented. A good textbook should reflect the curriculum which is applied because there is a strong relationship between both of them. Teachers use textbook to make the learners easier to understand the materials. There are many kinds of textbooks. Different schools may use different textbooks from different publishers. Teachers should be able to select a textbook that is suitable for their learners because textbook becomes a way for learners in mastering the materials. To make learners able to achieve the English competencies, they need some English textbooks which have good quality. By learning those qualified textbooks, they are able to improve their English skill productivity.

Reading is one of the most important skills in language learning besides listening, speaking, and writing which should be mastered by the learners without ignoring each other. In reading, learners are expected to have more skills to explain texts or passages after the learners comprehend the text in the textbook. There are some categories of a good textbook. Firstly, the contents of an English textbook should deal with the current curriculum used in that school; it might be from the genre which should be available in the textbook. The significances of

reading are also indicated the simplicity in the Indonesia national curriculum. Secondly, the material inside the textbook should reflect the learners' need. The materials given to the learners should reflect their needs in learning language, for example, students who are majoring in Tourism and Hospitality should have different materials with those who are majoring in Engineering. Materials for senior high school students should be different with those in university. Students' needs may be based on their education level, region and etc. Thirdly, a textbook should have a good presentation in order to attract learners' attention. However, selecting the best textbook is difficult to be considered by some teachers. Although there are so many kinds of textbooks which are claimed suitable with the SBC, there is no guarantee whether the textbook is relevant to the standard competencies of the SBC or not. For some schools which still apply the SBC, the analysis of reading material in English textbook is worth doing in order to know whether the reading materials in textbook are good or not.

The SBC is implemented based on the belief that every school deserves to manage its own competency based on the teachers, learners competencies, and local potential sources. School has right to manage its own curriculum based on the content standard given by The Board of National Standard of Education (BSNP/*Badan Standar Nasional Pendidikan*). The main aspects of curriculum are based on the content standard and competencies which have to be achieved by learners, while its implementation of the curriculum and the syllabus are in the hand of the school management. The Board of National Standard of Education releases 2 instruments to be used as the pilot in analyzing the material; the first

instrument examines the aspects of contents and aspects of presentation, then the second instrument examines the aspects of language use and readability, and aspects of graphic within the textbook. But this research will only focus on analyzing the aspects of contents and aspects of presentation of the textbook. This research is expected to help teachers decide what materials should be exist in choosing the best textbook for learners. Therefore, teachers may not choose textbook carelessly.

There are some previous studies related to the textbook analysis which still do not fulfill the criteria of good textbook. Kurnianto (2016) which analyzed the reading materials on *Real Time An Interactive English Course for Junior High School*. His analysis proves that the textbook is appropriate with the criteria of a qualified English textbook proposed by *Pusat Perbukuan*, Ministry of National Education. However, this textbook still needs some attention because there are some reading materials which are not presented in the textbook.

Wahyuningsih and Aswandi (2014) also analyzed the reading materials in *English in Focus* for Grade VII Junior High School, which results are the reading materials of the first semester in that textbook are not appropriate with the criteria of quality English textbook suggested by *Pusat Perbukuan*, Ministry of Education. There are two non-conformities found in the textbook: a) there are some reading materials which are not presented in the textbook, and b) there are no reading materials which could encourage the development of technology and arts.

Based on the research findings above, it is important to do the analysis to the reading materials in the English textbook entitled *The Bridge English Competence 2* for the eleventh grade of Senior High School. This textbook is prepared by the publisher to be used in line with the implementation of SBC. However, the claims of the publishers should not be taken for granted since they have not ever published the result of the evaluation which shows that the materials in *The Bridge English Competence 2* are relevant to the English basic competencies. As an English textbook which aims at fulfilling the learning process, English teachers and researchers need to see inside the materials of textbook in order to take more control over its use. Abdelwahab (2013) states that in the selection of a textbook, it is important to conduct an evaluation to ensure that it is suitable.

Based on the researcher's observation and interview with the teacher in SMA Negeri 1 Bandar on grade XI, the teacher tells the researcher that this school use this textbook as the suggestion from its Education Department of its regency because they believe that a well-known publisher will produce a good textbook. Because the election of this textbook is suggested by the Education Department, teachers are not paying special attention to the textbook. She does not put any special attention in choosing which textbook is suitable with the curriculum. She supports the Education Department that a well-known publishers guarantee the quality of the textbook but sometimes she also found some reading materials which are not qualified with the curriculum and the teaching and learning process. This situation is proven from a text on page 123 which doesn't fulfill the criteria of a contextual teaching and learning in SBC.

This textbook is used by English teacher which is designed based on the SBC written by Kistono, Kristiawan D Cahyono, Eka Purnama, Albert Tupan, and Suhanto Kastaredja published in 2007. As stated at the preface part of this book, *The Bridge English Competence 2* is a series made to meet the need of learning sources for upper secondary school learners. The book is prepared to cover the standard materials of The Board of National Standard of Education under *Peraturan Menteri No. 22 Tahun 2006*. The materials provide learning fundamentals that require teacher's creativity to further apply in the real teaching activity. This book is therefore applicable to be a reference in managing SBC. This book is still used in SMA Negeri 1 Bandar related to the fact that this school still SBC as its curriculum and this book is claimed in line with the SBC. This school is a sequential school at the subdistrict of *Bandar* which usually be the model of other school at that subdistrict. The researcher will analyze the reading materials in that textbook based on the criteria of material of The Board of National Standard of Education who is responsible in designing the curriculum.

B. The Problem of the Study

Based on the background of the study, the research problems of this study are formulated as follow:

1. How is the relevance of reading material in English textbook entitled "*The Bridge English Competence 2*" for Grade XI Senior High School to the standard criteria of aspects of content as proposed by The Board of National Standard of Education?

2. How is the relevance of reading material in English textbook entitled “*The Bridge English Competence 2*” for Grade XI Senior High School to the standard criteria of aspects of presentation as proposed by The Board of National Standard of Education?

C. The Objective of the Study

Related to the problem of the study, the objectives of this study are:

1. to describe the relevance of the reading materials in textbook “*The Bridge English Competence 2*” to the standard criteria of aspects of content as proposed by The Board of National Standard of Education?
2. to describe the relevance of the reading materials in textbook “*The Bridge English Competence 2*” to the standard criteria of aspects of presentation as proposed by The Board of National Standard of Education?

D. The Scope of the Study

Based on the background above, this study is limited to the analysis of the relevance of reading materials of “*The Bridge English Competence 2*” textbook to the standard criteria of aspects of contents and aspects of presentation as proposed by The Board of National Standard of Education which is used on grade XI SMA Negeri 1 Bandar. Not all materials inside the textbook will be analyzed in this study. Aspects of language use and readability, and aspects of graphic are excluded within this research.

E. The Significances of the Study

As this study concerns on the analysis of reading materials in English textbook, the findings are expected to be useful:

1. Theoretically, this study will help teachers to enrich the literature by providing an evaluation in which can help teachers to enhance the effectiveness of using a textbook. The result of this finding also provides helpful information in selecting and evaluating a good textbook. For other researchers, this finding will be useful which can be used as references for further research. This will add more horizons in the theory of reading material.
2. Practically, for teachers, this finding will help them to have more awareness because by analyzing and reviewing the textbook from its content, teachers or institution are reinforced to pay more attention on what textbook they will likely use. The results are also could give a practice in developing their knowledge and skill in evaluating English textbooks. For the Government, this finding will help the Ministry of Education in choosing the appropriate textbook which is used in SBC. For the students, this research finding will help them to ease their problem in learning process.