

CHAPTER I

INTRODUCTION

A. Background of the Study

There are so many learning resources that can be used to help teachers and students in teaching and learning process. One of the influential learning resources in teaching and learning process is Textbook. According to Riazi (2003), a textbook used in the English Foreign Learning classroom plays crucial roles in language teaching and learning process because it can help teacher to provide various learning materials especially for English language learning. Related to this explanation, according to Jazadi (2003:143) textbook is best seen if it is designed to be learner centered to help learner focus on learning and give learners' role in decision making process in the classroom.

The textbook are expected to support students learning. English textbooks also support the teachers to provide materials, because teachers are demanded to provide various material creatively. The textbook has to fit with the Curriculum, school syllabus as well as the student's needs and also the aims of teaching.

Curriculum is a tool to control the implementation of teaching learning process. In 2013 the Indonesian government issued a new curriculum namely Curriculum 2013. The Curriculum 2013 itself is pretty much different from the KTSP. It includes competency of attitude, knowledge, and skills integrated. Therefore, the purposes of the study of the curriculum 2013 in the classroom are not only based on what the students learn from curriculum but also to achieve certain values. The religious values in the student's character are also taught in the

classroom. Teaching and learning method also comprehensively change into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware of their friends, surrounding, and aesthetic factors are part of the changing method (Kemendikbud, 2013). It makes English skills become main priority in teaching English for students in Curriculum 2013 as the activities in it expected to make students exposed in using language as often as possible with various themes, contexts, and topics.

Arba'ati (2015) found that all materials of textbook entitled "When English Rings a Bell" are not conforming to the basic competence of the Curriculum 2013. From thirteen chapters, there are only nine chapters which conform to the basic competence of the Curriculum 2013. Thus, there are four chapters that the materials do not suitable to the basic competences of the Curriculum 2013; they are chapter III, chapter V, chapter VII and chapter X. The basic competence of chapter III, chapter V, chapter VII and chapter X are suitable with the basic competence of the Curriculum 2013, but the materials are not provided completely. And based on my observation in textbook entitle "Bahasa Inggris SMA/SMK Kelas X" published by Kemendikbud. The writer found that the completeness of presentation textbook is lack. The textbook should provide Glossary, references and index in closing part but this book does not provide glossarial pages and index, only references provided.

The researcher found a problem that how to make textbook suitable to the Curriculum 2013? Cunningsworth (1995: 5) emphasizes that "no course book

designed for a general market will be absolutely ideal for particular group of learners”. Therefore, analyzing textbook is needed to get a textbook which is appropriate with the Curriculum, teachers and learners` need.

In Indonesia, the implementation of textbook and classroom teaching of English language is controlled by several considerations. According Jazadi (2003), the content of books should be in line and not contradictory with Pancasila (The State Philosophy), UUD 1945 (the 1945 constitution), government policies, national unity and security, laws, regulation, ethics, and that the content not exploit the sensitive issue of SARA (Ethics, Religions, Race, And Intergroup Relation). Strict rules and evaluation process have been set by the Indonesian government toward the development of education in Indonesia. In its developments, government established BSNP (Badan Standar Nasional Pendidikan) along with *Pusbukur* (Pusat Buku Dan Kurikulum) to deal with the development of textbook used in Indonesia. BSNP has released an evaluation process in *Pusbukur* form of an assessment rubric to evaluate the properness and also the suitability of a textbook. There are instruments in evaluating a Curriculum 2013 textbook: feasibility of content, feasibility of language and feasibility of presentation.

From the explanation above, the writer is interested in analyzing a textbook entitled “Bahasa Inggris untuk SMA/SMK kelas X” published by Yrama Widya Whether it fulfills the characteristics suggested by BSNP and relevant with Curriculum 2013, especially the content and presentation.

B. Problems of the Study

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

1. How is the feasibility of content in “Bahasa Inggris untuk SMA/SMK Kelas X”?
2. How is the feasibility of presentation in “Bahasa Inggris untuk SMA/SMK kelas X”

C. Objectives of the Study

The objectives of the study are:

1. to analyze the feasibility of content in “Bahasa Inggris untuk SMA/SMK kelas X”
2. to analyze the feasibility of presentation in “Bahasa Inggris untuk SMA/SMK kelas X”

D. Significance of the Study

The result of this study hopefully will be beneficial for:

1. School hopefully chooses an appropriate textbook for students and to give a better insight on choosing the suitable English textbooks as a guideline for teaching.
2. Teachers hopefully choose a textbook matched with the curriculum, the appropriate of textbook, and the materials in the textbook implemented in the classroom.

E. Scope and Limitation of the Study

The writer limits the study and the limitations are as follows:

1. The writer will analyze the content of English textbook “Bahasa Inggris untuk SMA/SMK kelas X” published by Yrama Widya conform or not with the current Curriculum and the presentation of the textbook in published by Yrama Widya and written by Otong Setiadi Dj. The writer will only analyze 6 out of 12 chapters as the sample for the whole book.
2. The writer will only use the feasibility of content and feasibility of presentation out of categories in assessment rubric from BSNP standard. The Feasibility of language and Feasibility of Graphic are excluded within this study. This reason is made due to the purpose of this study which is only to find the compatibility of materials in the textbook. Both feasibility of language and graphic are not included in this study because they may avoid the research effectiveness of this study.