

CHAPTER I

INTRODUCTION

A. The Background of The Study

In teaching-learning process, a teacher should have a textbook as a guidance. Textbook is one of instructional materials beside syllabus, lesson plan, media, and teaching instruments that should be arranged by the teacher. According to Pudjosoedarmo (in Simatupang, 2012:1) a textbook is the most important media in the process of teaching. It has the function as a media in giving the instruction to the teacher and students in the classroom, especially an English textbook which has an essential role in English as a foreign language (EFL) classrooms. It helps the teacher in summarizing the material and measures the students' comprehension of every language skills that already taught by the teacher.

Additionally, an English textbook is the complete package of English skills and concern to the suitable materials based on the needs of the learners. Each component helps teacher and students in facilitating both of them as their source of materials and practices the skill exercises when learning English.

The textbook provides the standard and basic competencies to complete the teaching-learning process. The teacher also must be considered to the textbook's criteria and basic competencies of the textbook. In this case, as a main component in teaching process, a textbook must be compatible to the curriculum

and syllabus. It must be selected to be a good and appropriated one. Byrd (2001) states that decisions made in selecting textbook must be considered between curriculum and text. It means that the materials inside of the textbook have to follow the curricular guidelines, in this case, School Based Curriculum or well-known as KTSP. So it will stay in line of the curriculum or in other words, the learning process will be run well and more effective to achieve the goal. In gaining the goal, the teacher has a responsibility to select which textbook is good, readable and suitable which is used as a material, because the process of selecting the good textbook is actually difficult. The teacher should be considered to some aspects when do the teaching-learning activity as well as possible to make the students easy to comprehend and even have the desire and motivation in learning English.

National Education Standard Organization (BSNP) has arranged the 2006 Curriculum (KTSP) as the standard curricular guidelines of education. In the school based curriculum, there are many learning materials that should be taught (especially in English) for students. Under KTSP, the syllabus is developed into a lesson plan for a subject. It considers to the standard competencies, basic competencies, learning objectives, learning activities, learning indicators, learning assessment, time allocation, and learning source.

In school, there are so many subjects that should be learnt by the students. One of them is English. English is used to communicate with other people throughout the world. It dominates many aspects of international life, such as education, social, culture, business and trade, etc. The usage of English in

Indonesia still as foreign language which means that English is not used as the main language of communication in daily life. In order to compete and communicate in a global community (for example facing ASEAN Economic Community/ AEC), Indonesia government has placed the subject of English taught from kindergarden level to university level to be mastered by considering to the four language skills: listening, speaking, reading, and writing. In this case, syllabus obligates the students more active in communicating to others with the language skills. One of language skills in English is speaking: able to express the interpersonal and transactional conversation, express the meaning, and able to practice the speaking ability for the simple conversation in daily life.

Speaking deals to the communication which is a fundamental feature of social life. Speaking is one of language skills aspect and productive skills. It realizes with the conversation that really needed for students in their social interactions. They can express their feelings, ideas, and thoughts by having a good speaking skills. It is influenced by the communicating skills. Because of that, it needs more practice to be able to speak fluently.

Therefore, in supporting the students' speaking skill, the teacher should pay attention to the speaking materials from the textbook. In this case, the teacher has a big opportunity to choose and select the compatible textbook based on the exist syllabus and curriculum. She/ he also pays attention to the standard and basic competencies, indicators, and learning objectives must be achieved.

In the KTSP syllabus, there are basic competencies of speaking materials that should be achieved in learning activities in senior high school: 1) Expressing

of surprising, 2) Expressing of warning, 3) Asking and giving advice, 4) Expressing of permission, 5) Expressing of relief, 6) Expressing of feeling pain, 7) Expressing of feeling pleasure, 8) Expressing of feeling scared, 9) Asking and giving opinion, 10) Expressing of feeling satisfy, 11) Expressing of feeling unsatisfy, 12) Expressing of feeling love, 13) Expressing of feeling sorrow, 14) Expressing of feeling embarrassment, 15) Expression of feeling anger, 16) Expressing of attitude, 17) Expressing of feeling annoyance, 18) Expressing the meaning of functional text in a form of narrative, spoof, hortatory exposition, report, and analytical exposition. Most of the speaking materials should be taught in the syllabus are interpersonal and transactional conversation text which are needed by the students in order to improve the students' speaking skill.

All materials should be integrated with all language skills and in accordance to the curriculum. It is undeniable fact that most of the educational institutes used textbook as a tool in teaching learning activity are elementary level up to university level. So, it means that the usage of textbook is very dominant in teaching practice. As the fact, many teachers are lack of creativity or got difficulties in creating their own learning materials, for example the teachers use the conventional method or teach without using textbook as a source of learning. Regarding of it, the teacher must be smart in selecting a good textbook as learning source to support teaching and learning activity. Additionally, the selection of materials must be adjusted for students' grade level, students' circumstance, situations and conditions, encapsulate the basic competencies to be achieved at every level. Moreover, some teachers sometimes less pay attention in choosing

good and suitable English textbook for students from certain publisher that has chosen by school. They supposed that English textbook which has chosen from certain publisher is better than others. As a result, every year, they always use English textbook from the same publisher, nevertheless its content may change year by year.

Based on the preliminary observation at SMA Parulian 2 Medan, many teachers stated that speaking materials in the textbook did not relevant to the KTSP syllabus. It is an undeniable fact that some English textbooks published in Indonesia meet the standards and criteria of good textbooks that determined by the curriculum and some others do not. In this case, analyzing English textbook will be done at SMA Parulian 2 Medan. This school implements KTSP as the guidance and uses Look Ahead 2 English textbook for second grade of senior high school which is published by Erlangga. According to the English teacher, she found that there are some parts of speaking materials in the textbook (e.g.: expressions of agreement and disagreement, expressions about guessing right and wrong guessing, and have not a clue, and etc) that are inappropriate to the syllabus and there are some speaking materials in the KTSP syllabus (e.g.: expression of relief, expression of pain, etc) that are displayed in the textbook. In addition, it was also found that there are no example of dialogue or conversation about a certain expression to be practiced by the students in the textbook.

It is interested to find out whether the English textbook materials especially speaking materials are in line with KTSP and analyzed the quality of English textbook that concern to the content. Analyzing textbook can find out the

solution in choosing the compatible material and which topic is needed to be strengthened.

B. The Problems of The Study

Based on the previous discussion in the background of the study above, the problems of this study could be formulated as follows:

1. Are the speaking materials in student's textbook entitled "*Look Ahead 2: An English Course for Senior High School Students Year XI*" published by Erlangga for eleventh grade students at SMA Parulian 2 Medan relevant to the KTSP syllabus?
2. How are the speaking materials in student's textbook entitled "*Look Ahead 2: An English Course for Senior High School Students Year XI*" published by Erlangga for eleventh grade students at SMA Parulian 2 Medan relevant to the KTSP syllabus, specifically to the criteria of good speaking materials?

C. The Objectives of The Study

In line with the problems, the objectives of the study are aimed:

1. To explain speaking materials and forms of speaking materials that are in the student textbook entitled "*Look Ahead 2: An English Course for Senior High School Students Year XI*" published by Erlangga for eleventh grade students at SMA Parulian 2 Medan relevant to the KTSP syllabus.

2. To find out speaking materials contained in the student textbook entitled “*Look Ahead 2: An English Course for Senior High School Students Year XI*” published by Erlangga that relevant to the KTSP syllabus, specifically to the criteria of good speaking materials.

D. The Scopes of The Study

In order to reach the expected goal, the writer limited the problems on the following terms:

1. English textbook displays reading, listening, writing, and speaking materials. This study only limits to speaking material which will be focused on the forms of speaking materials in the textbook.
2. At SMA Parulian 2 Medan, Look Ahead 2 English textbook is used for students grade eleven of nature science and social science class. This study also only limits to the analysis for eleventh grade students of nature science class in academic year 2015/2016 at SMA Parulian 2 Medan.

E. The Significances of The Study

Findings of the study are expected to be useful and relevant both theoretically and practically.

Theoretically, the finding is expected:

- 1) To broaden and apply on theories of analyzing the textbook by consider to the criteria of a good textbook, especially criteria of good speaking materials

Practically, the findings are relevant and useful for:

- 1) English teachers, to be aware in choosing and selecting the textbook and speaking material which are compatible with the curriculum and paid attention to the content of the textbook that they used to teach their students,
- 2) English textbook writers, to help them to be more careful in writing and developing English textbook for students,
- 3) Students, to improve their speaking competence and help them in having good learning source, and
- 4) Other researchers, to be used as a referential contribution for those who want to conduct a further in depth research in analyzing the textbook and interest in doing the related study.

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