

## CHAPTER I INTRODUCTION

### 1.1 The Background of Study

The key of succeed in teaching-learning process in education depends on the quality of textbook used in delivering the knowledge and experience for students. Textbook could be a module, or students' textbook on it. There are three variables which almost determine the education quality, are: teacher who has the high quality, the appropriateness of the teaching-learning process, and textbooks. Teacher who belongs the high quality, is generally had the fixed competence, then, to keep the teaching-learning process, the teacher could conduct and apply the media, method, approach, and strategy to develop its learning process effectivity. Meanwhile, the textbooks have a role play for both teachers and students as the tools in order to reach its competence.

Textbook is defined as a book used as a standard work for the study of a particular subject (Oxford Dictionary, 2000). In a line with the statement, Brown (2001) claimed, considering the content of textbooks, that textbooks are a set of similar texts, any types or genre of linguistic form both spoken and written, used in educational curriculum. A textbook is involved there are obvious advantages for both teacher and students (Harmer, 1991). The textbooks concluded that the precise instructions which the materials give reduce the teacher's role to one of managing or overseeing a preplanned classroom event (Littlejohn, 1992).

The textbook has a mandatory plays in the teaching-learning process, because of that, the process of choosing the textbooks used are important. Textbook is involved obvious advantages for both teacher and students (Richard, 1994). A good textbook often contain lively and interesting material, they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied so that students can revise the grammatical and functional points that they have been concentrating (Harmer, 1991). Good textbooks also relieve the teacher from the pressure of having to

think of original material for every class. A good textbook clearly survive because they satisfy certain needs (Hutchinson and Torres, 1994). Textbooks, we shall argue, survive, and prosper primarily because they are the most convenient means of providing the structure that the teaching-learning system-particularly the system in change-requires.

The appropriateness of textbooks material contents more pay attention to the requirements curriculum used based on the standard competence and basic competences, when and where textbooks produced (Aritonang, 2011). Recently, Indonesia has the ongoing curriculum used is Unit of Education Level Curriculum (KTSP). For a reality, the published textbooks showed and gave the miss-listed and miss-conception for both contents and substantial material. The previous research revealed that several textbooks provide many topics, instead do not be developed well. All texts involving the students' activity in the classroom irrelevant to key ideas and do not help the students to relate to while the students were doing (*Science and Children*, 2000).

There are five things should be considered to choose the students' textbooks, are: contents of book and relevant information, explanations of textbooks logically, interesting and motivating the students, the consideration should be correlated with the uniquely students, schools, communities, and support material and the books which was published by the famous publishers (Holliday, 2002).

Based on the writer's observation and experience while were teaching at school, found that several textbooks used has not correlated with the content standard of KTSP requirements. They have the different explanation, such as: the deep of material, the length of material, and the accuracy of material with the same contents standard criteria based on Competence Standard and Basic Competence in BSNP. Especially, for Senior High School Chemistry textbooks were used for second years students on second semester at school in Northern Sumatera could not fulfilled with the KTSP requirements and also has the disordered topics and subtopics for material sequence of textbooks (Aritonang, 2011).

To arrange the textbooks and according to KTSP requirements, textbooks are expected to be able to integrate the local contents and regional potential of which the textbooks are arranged. It means that, the use of textbooks should be suited to where the textbooks will be used. So that using the textbooks will be enjoyable and flexible to students. The textbooks are often the major teaching resources used (Richards, 1994). It comes from the KTSP foundation, that KTSP means to the district curriculum and could be used by adapting and adjusting the curriculum with the potential of North Sumatera had especially. The textbooks could be the bilingual or national textbook. The bilingual textbooks are used for RSBI or SBI level with using the English language on the teaching-learning process, meanwhile, the national textbooks are used for national school with all of parts activities using the Indonesia language.

From the detail explanation above, the writer felt interested to do the research, entitled: **“The Development and Standardization of Senior High School Chemistry Textbook for Year XI Semester II at RSBI Class.”**

### **1.2. The Identification of Study**

Based on the background of study above, the writer could identify the problem would be determined on the study, as follows:

1. The chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatera do not fulfill the Competence Standard and Basic Competence according to contents standard feasibility of KTSP requirements.
2. The chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatera have not fulfill the local potentials in North Sumatera, yet.
3. The chemistry textbook for Year XI Semester II used in RSBI class of North Sumatera has the disorder learning material based on the KTSP requirements.
4. The chemistry textbooks for Year XI Semester II have not fulfilled the contents, language, and presentation feasibility, also integrated the local potentials of North Sumatera, yet.

5. The learning contents materials and chemistry subjects order on ordinary chemistry textbooks used in RSBI class of North Sumatera have not been suitable to KTSP requirements which integrated with the local potentials in North Sumatera, yet.

### **1.3. The Scope of Study**

There are many Senior High School chemistry textbooks for Year XI Semester II used in RSBI class of North Sumatera. Because of that, in order to get the detail data about analyzing and standardization the textbooks, the writer focuses and limits the study:

1. Analyzing the several Senior High School chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatra based on the KTSP contents standard.
2. Observing the appropriateness of material contents presented in Senior High School chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatra based on the material contents sequence on KTSP contents standard.
3. Organizing the bilingual chemistry textbook for Year XI Semester II based on the contents, presentation, language, and graph feasibility by integrating the local contents and regional potentials of North Sumatra.
4. Seeing and observing the responses of chemistry teachers who teach in Senior High School on Year XI Semester II to standard textbook by integrating the local contents and regional potential in North Sumatra based on KTSP requirement.

### **1.4. The Formulation of Study**

In accordance to the scope of study, the problem of this study could be formulated, below:

1. Are the several chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatera suitable with the BSNP requirements: contents, language, and presentation feasibility?

2. How is the perception of chemistry teachers' responses who teach in RSBI class to proposed sequence subject materials on the standard of chemistry textbooks which integrated with the local potentials in North Sumatera based on the KTSP requirements
3. How does the result analysis of the standardization the standard chemistry textbook for Year XI Semester II in RSBI class of North Sumatera based on BSNP requirements, such as: contents, language, and presentation feasibility?
4. How is the effectiveness of using standard chemistry textbook for Senior High School Students on Year XI Semester II in RSBI class of North Sumatera?

#### **1.5. The Objectives of Study**

Based on the formulation of study above, the several objectives of study, as followings:

1. To analyze the several chemistry textbooks for Year XI Semester II published and used in RSBI class of North Sumatera based on the BSNP requirements: contents, language, and presentation feasibility.
2. To analyze the responses of chemistry teachers who teach in RSBI class on Year XI Semester II to proposed sequence subject materials on standard chemistry textbook which were integrated with local potentials of North Sumatera according to both BSNP and KTSP requirements.
3. To analyze the standardization of produced standard chemistry textbook for Year XI Semester II in RSBI class of North Sumatera based on BSNP requirements, such as: contents, language, and presentation feasibility.
4. To observe and analyze the effectiveness of using standard chemistry textbook for Senior High School Students on Year XI Semester II in RSBI class of North Sumatera.

## 1.6 The Significances of Study

After doing the study, the study is expected could be given the contribution and significances for teachers and students, as follows:

1. To be an input for chemistry teacher in order to be selective in using the textbooks at school to make the students and chemistry teacher easy to understand the learning material.
2. To be an information for publishers in order to more pay attention to the appropriateness of presented material to the KTSP requirements.
3. To be an information for students in order to understand learning material based on the KTSP requirements.
4. To be a prior data for the next researcher to analyze and standardize the chemistry textbooks especially.