

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

This chapter consists of Background of the study, Statements of the problems, Objective of the study, Scope and limitation, Significant of the study, and Definition of key terms. The explanation of each part is presented below.

There is no denial that language has become absolute necessity people in daily activity. Language is a device to communicate that consists of alphabets, words, sentences, and paragraph. Language is important thing for communication. It is key main point for existence people in this world, because with language people can interact with other people. It is also resource for being gregarious. The main function of language is to assist people to understand each other. There for, language should give people ways to transfer information, share their ideas, as an aid to support interaction between people to develop different cultures, customs, traditions, laws, and religious. It is supported by Brown and Yule (1983:2) that the value of the use language to transmit information is enable the human race to develop different cultures, each with its distinctive social customs, religious observances, laws, oral traditions, patterns of trading and so on. Since language is a crucial thing in someone's life, there were created many language for people to use.

There are many varieties language in the word, people around the world need a certain language to communicate. English is a language which is selected by them. Since, in this globalization era, English a global language which is used by people in the world. English is a global language because recognized in every country and becomes more increasing due to its function in many parts of human life including, education, tourism, entertainment, technology, transportation, and soon. It is supported by David Crystal (2003: 3) assert that a language achieves a genuinely global status when it develops a specials role that is recognized in every country.

In the education world, English is the first foreign language obliged to be taught at junior and senior high school. Indonesia government has implemented it into the academic curriculum as to be taught in junior and senior high school. It is supported by Dardjowidjojo (2000) that English is the first foreign language obliged to be taught at junior and senior high

school as determined by central government policy since independent day in 1945. It is prioritized over other foreign languages such as French, Arabic, Chinese and others.

Nowadays, some schools especially in Senior High School which implemented the 2013 curriculum. The 2013 curriculum for senior high school in Indonesian began to be implemented from grade X or first grade of senior high school. Moreover, it is wise that the new Curriculum 2013 needed to be tested first before it takes over the previous curriculum. The 2013 curriculum is much different from the KTSP. The purposes of the study of the 2013 curriculum in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The values are religious values and some characteristic building values in the student's character are also taught in the classroom. It is suitable with Peraturan Pemerintah No.32 Th. 2013 the educational system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization. This new launched curriculum has Core and Basic competences and uses Scientific Approach in its teaching and learning process.

Since exlaimed the 2013 curriculum, there are many publishers book that produced textbook which is suitable with the 2013 curriculum. Those books are various. The content textbook is compared with core competences and basic competences in the 2013 curriculum. Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995: 7) mention that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn.

Textbook not only beneficial for teachers in terms of helping them to prepare the materials, and achieve the teaching aims and objectives but also textbook helps students to achieve their learning needs. It sounds to be logical answers to overcome the problems of creating good and enhancing teaching atmosphere in the classroom. With well prepared materials and test provided by the textbook, combined with teacher flexibility in teaching using the textbook in the class, a good compromise can be reached. It supported by Edge & Wharton, 1998 stated that textbooks provide a readily available source of ELT materials for

teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials.

Selecting the best textbook is not easy for teachers. Although there are many textbooks that claimed suitable with the 2013 curriculum, there is not guarantee whether that textbooks are relevant with standard competences and core competences in English standard curriculum. To solve this problem, the writer focuses on this research: 1) to describe relevance textbook entitled “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir with the cognitive aspects. 2) to describe relevance textbook entitled “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir with the psychomotor aspects.

There are two reasons for choosing this book to analyze. First, this book is claimed as a textbook which is based on the 2013 English Standard Curriculum. Second, this book is used as a main material to teach English in some Senior High School that apply the 2013 curriculum. According to this information the writer tries to analyze this issue with the title of “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir.

## **1.2 Statement of the Problem**

Based on the background of the study, the researcher formulates the statement of the problems as follow:

- 1.2.1 How is the relevance of the materials in textbook “Bahasa Inggris” for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir with the cognitive aspects which are contained in the 2013 English Standard Competence?
- 1.2.2 How is the relevance of the materials in textbook “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by

Mahrukh Bashir with the psychomotor aspects which are contained in the 2013 English Standard Competence?

### **1.3 Objective of the Study**

Related to the statement of the problems, the researcher formulates the objective of the study as follow:

- 1.3.1 To analyze the relevance of the materials in textbook “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir with the cognitive aspects which are contained in the 2013 English Standard Competence
- 1.3.2 To analyze the relevance of the materials in textbook “Bahasa Inggris an English Course Book for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum written by Mahrukh Bashir with the psychomotor aspects which are contained in the 2013 English Standard Competence.

### **1.4 Significant of the Study**

The results of this study hopefully will affect the educational institution awareness towards choosing an appropriate textbook for students and give a better insight on how to choose the suitable English textbooks as a guideline for teaching English. By scaling and reviewing the textbook from its content, teachers or institution are reinforced to pay more attention on what textbook they will likely to use. Through this study the writer hopefully will provide a way to help any further research based on this study to analyze the upcoming English textbook in Curriculum 2013 that have not been released yet. Providing information about how well the implication of this study of compatibility of textbook with real situation in the class and institution so it will entice a further study by another researcher based from this study.

## 1.5 Scope and Limitation

To ensure the accurate data collection and also to avoid vague and over broad research, the writer limited some pointers of this research. This study is limited to analyze material in English textbook entitled “Bahasa Inggris” for Students of Senior High School” Grade XI published by Ministry of Education and Culture Based on 2013 English Standard Curriculum. This study focuses on the cognitive and psychomotor materials of the textbook in first and second semesters. This textbook consists of eleven chapters. It divided 174 pages in first semester which divided into five chapters and 128 pages in second semester which divided into six chapters.

## 1.6 Definition of the Key Terms

1.6.1 **Analysis** is methodological evaluation and examination of the relevant information of something in order to get more information.

1.6.2 **Textbook** is a book containing instructional materials used as a guideline in teaching and learning process of particular subject.

1.6.3 **Relevance** is closely connected with something appropriate in the circumstances.

1.6.4 **The 2013 Curriculum** is guidance for teaching and learning process which is determined by Indonesia government. The 2013 curriculum contains of English standard competencies that should be acquired by students in order to achieve the purpose of the curriculum development.