

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English has been one of the most taught foreign languages in Indonesian formal school, its urgency has been justified by many programs and plans carried out by the national educational development. Despite of the international standard school thought the nation, English subject still remains intact as various textbook for the use of both teacher and student.

In the past ten years, the government has passed through ministers education and culture have developed and replaced the 2006 KTSP ( Education Unit Level Curriculum) with the 2013 curriculum. In application the curriculum, the government provided a textbook as a guide in teaching and learning activities that can be developed by the teacher as a reference to other from government adjusted to the curriculum applied at that time.

The development and change of the different curriculum impact on the development and replacement of textbook. Policy the government raises the pros and cons, especially in circles teachers as the main executor. One of them because the learning process used in the 2013 is accompanied by the new textbooks that instructors have not clearly understood.

More from it, textbooks is either component in learning that position strategies and follow influenced quality education, because can functions as source study and media that are critical for support reach competency are becoming

purpose learning. In relation to with things should textbooks that used can support in increase result study and educate nation in things it is student. Election and utilization textbooks as media source learning that right is factor supporter success in learning process.

The learning in classroom student should achive the objctives that have been set in the procedures set by the curriculum of the school, as a teacher become facilities to make easier for student to understand the goals and benefit learning material. A tecaher should be able to asses and evaluate a textbook will be used in the clasroom, in choosing a textbook was challenges are diffucult for a novice teachers and students to make interesting for material in process learning and teaching.<sup>1</sup>

Textbooks is one of the of the most important media for teaher as well as student. With the adds of textbook, teacher should plan teaching materials systematically and effeciency as textbook provide aims and goals for ach lessons. The teachers could preapare and develop learning material and class activities effectively. As for student, textbook can help them as reference in learning so that teacher are able to do self student outside in the school session.

The importance of the textbook in teaching and learning process makes it crucial for the teacher to select appropriate textbook for student as there are various English books publishing companies. The teacher needs to be carefur in

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<sup>1</sup> Nafira, "An Analysis of Gender Stereotyping in ELT Coursebook for Senior Level A Content Analysis of Coursebook For Ten Grade Students Published by Erlangga and Kemedikbud", (A Paper, Programs Sarjana Degree, UIN Sultan Maulana Hasanudin Banten. Serang April .2018).

choosing the appropriate one. The content has to be in conformity with the current curriculum as well as the aims and goals for students to achieve.

English Student book “ *Think Globally Act Locally*” is one of the new textbooks published by the Ministry of Education and Culture of Indonesia related to the implementation of the newest curriculum, that is 2013 curriculum. Although this book is published by the Ministry of Education and Culture of Indonesia.

For this reason, then the researchers will analyze the content of English Textbook “ *Think Globally Act Locally*” by bookkeeping and Curriculum of Center of Ministry of Education and Culture of Indonesia Edition 1 year 2014 to fulfill the feasibility of content requirements specified in curriculum 2013. Because this textbook is the first edition from the Ministry of Education and Culture in Indonesia.

Therefore, the researcher analyzed English textbook entitled “ *Think Globally Act Locally*” for Junior High School in order to know the material in this textbook is in conformity with the basic competence and core competence of the curriculum 2013. The result showed the percentage of material of the English textbook which conforms to the basic Competence of the 2013 curriculum. From the percentage, we can know the conformity of the English Textbook.

With guidelines included in curriculum 2013, it is important for a textbook used to be in conformity with the basic competence (*KD*) listed in the current curriculum and rubric assessment from the Education National Standard Board (*BSNP*). According to those reasons, the researcher tried to analyze this textbook in terms of the relevance between the material in the textbooks with core competence and basic competence in 2013 curriculum. The researcher limited

analysis in content of core competence (*KI*) and basic competence (*KD*). The researcher analysed the book with content analysis in descriptive qualitative research design. The result of this textbooks was to evaluate of textbooks in terms of it is requirement or relevance with the core competence (*KI*) and basic competence (*KD*) of curriculum 2013. I Choose the feasibility of contents for the analysis of the textbook because the aspects of the feasibility of contents are important for the learning and delivery of material provided by the teacher to students can also easily understand the material and objectives of learning English and the contents are also the feasibility of language as in the elements and structure of meaning and language features so that it can facilitate the assessment of textbooks both in terms of content and terms of language or others.

### **B. Fokus of the Study**

The research focused on the material in English textbooks " *Think Globally Act Locally*" and figure out if it comply the requirement specified in *based competence KD (kompetensi dasar)* of curriculum 2013

### **C. Statement of the Study**

Based on the background above, the writer plans to analyse the English textbook the main problems is formulated into sub problems as follows:

1. Are material in English textbook " *Think Globally Act Locally*" edition years 2014 Published by Book Keeping and Curriculum Center of Ministry Education and Culture of Indonesia fulfill the feasibility of content requirement specified in Curriculum 2013.

#### **D. The aims of the Study**

The aims of the study are to find out and describe the feasibility of content of “ Think Globally Act Locally” textbook based on the requirement of the current curriculum 2013.

#### **E. Significance of the Study**

The result of the study is hoped to be useful for teacher to have new information about the content English textbook” Think Globally Act Locally” to be used in the classroom and able to make sure that textbook is in comply with the current curriculum.

The Ministry Education is also likely to find the result of this research useful, as if any flaws detected, they can find a way to develop and evaluate the textbook. As the textbooks published by them are expected to be and example for other Research.

#### **F. Previous of the Study**

Analysis of English textbook is a famous that has been studied since years ago. It has been studied for many times different object still it is interested to be done, in order to avoid the study similar from copurs. Therefore the previous studies are needed to be reviewed. Here are some previous studies related to analysis of English textbooks.

Rani Arbati. Had research undertitle An Analysis on English textbook *When English Rings A Bell* based to curriculum 2013 and blooms taxonomy” the aims of this study is to identify themes of English textbook

*When English Rings A Bell* which are appropriate with the basic competence (KD) of the 2013 Curriculum. This research also aims to know whether the material in every chapter of the English textbook conforms with the basic competence of the 2013 curriculum. The researcher found that not all themes and materials in every chapter that in English textbook are appropriate with the basic competence in 2013 curriculum. That English textbook consist of triteen chapter and every chapter has each theme and material. There are tweleve chapter or 92,3% of chapter of which the theme are appropriate with the basic competence of the 2013 curriculum. Then there are nine chapters or 69,2% of chapters of which the materials conform to the basic competence of the 2013 curriculum. The differences between this study pervious study and this study are the object of the study and theory of analysis textbooks level which used by the reseacher to conduct the research.<sup>2</sup>

Second, according to Kamila's *Study on the Relevance of materials in English Textbook Bright for Seventh Grade of Junior High School* Published by Erlangga to 2013 that the study is inteded to analyse the relevance of material in English textbook for seventh grader entitled" *Bright*" published by Erlangga to the English Standard Competence. The reseacher analyse the material relevance to the cognitive and the pyschomotor domains from the analysis, it can be concluded that the English textbook" *Bright*" is quite relevant with the 2013 English Standard Curriculum, especially with the cognitive and the psycomotoric aspects. There are more materials which not.

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<sup>2</sup> Rani Arbiati, "Content Analysis on English Textbook When English Rings A Bell", (Paper of for the Degree Undergraduate in English Education Department Faculty Islamic Education and Teacher The State Islamic Surakarta. Surakarta:June. 2017).

Therefore of this textbook is appropriate with the 2013 curriculum and suitable to be used in order to help the teaching and learning process in the subject of the study. The Previous study has English student textbook "Bright" published by Erlangga as the subject. Meanwhile, this research will use student book entitled "Think Globally Act Locally" as the study and also this study of content of English textbook based on 2013 Curriculum.<sup>3</sup>

Thrid Khairunissa, "Content Analysis on English Textbooks For Junior Hight School SMP/MTS." This research is investigate the content of the textbooks for junior hight school the reserach paper this Content Analysis on English Textbook for SMP/MTS. The research is conducted based on the main problems: (1) do English textbook meet the criteria design and organization of a good textbooks as suggested by Cunningsworth? (2) do English textbook meet the criteria Language Content of a good textbooks as suggested by Cunningsworth?. The research use the qualitative approach and content analysis method which analyzse the content on English textbooks. The data source is based on the textbooks "Bright" Grade VII from Erlangga Publisher and "When English Rings A Bell" grade VII from Ministry of Education and Culture that used in SMP 1 Karangtanjung.

In general, the textbooks selected as the object in this study. Based on analysis above, reseacher can draw the following conclusion: (1) from the aspect of language both books have met the standard as defined by K1 (Core Competence), and KD ( Core Competence ) curriculum for teaching English

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<sup>3</sup> Kamila," Study on the Relevance of Material in English Textbook Bright For Seventh Grade of Junior Hight School Published by Erlangga" (Paper, English Study Programs at State University of Surabaya, Surabaya: April. 2014)

SMP/MTS. (2) in both of textbook “ *Bright*” and “ *When English Rings A Bell*” class VII the author does not present a list of Vocabulary or glossory. (3) in both of textbook “ *Bright* “ and “*When English Rings A Bell* “ class vii, the author does not present a list of pronouncation, words stress,etc.(4) the material about the social situation apread in both textbooks but cultural element not seen in the textbook “ *Bright*” and have appeared in the textbook” *When English Rings A Bell*”. Meanwhile the different in this reserach is the main problem and design, organization of a good textbook suggested by Cunningsworth and then this study will analyze content analysis of English Textbook based on Curriculum 2013 to know and describe the feasibility of content in material at at textbook *Think Globally Act Locally* used in junior high school based on curriculum 2013 using rubrik assesment from BSNP (*National Education National Standard Board*)<sup>4</sup>

### **G. The Organization of Paper**

To make a good paper, is is have to be organized systematically. This paper is organized into five chapters. Frist an Introduction is organized as Follows:

Chapter I : that background of the study, focus of the study, statement of the problems, the aims of the study, significance of the study, previous of the study, and organization of paper.

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<sup>4</sup> Khoirunissa, “Content Analysis on English Textbooks For SMP/MTS “ (Paper for Sarjana Degree, IAIN Sultan Maulana Hasanudin Banten . Serang: June. 2016)



Chapter II : discuss theoretical framework which contain the concept of (1) content analysis ( 2) definition of curriculum, curriculum 2013 (3) definition of textbook, ( 4) how to analyze of textbook.

Chapter III : research methodology contains, design of the study, instrument of the study, procedures of analysis, technique of analysis,

Chapter IV : present findings and discussion about this study

Chapter V : Contains Conclusion, Implication and Suggestion.