

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the one of four essential aptitudes in English language. The teaching of speaking skill is moreover significant to a large number of students who want to study English in order to be able to use English for communicative purposes. A few people all the more frequently judge other from the manner in which they speak rather than the way they write. It shows that speaking ability is a important point that think about knowledges,though, and behaviour of somebody. Thus, having great speaking ability is extremely useful for students. Generally, speaking ability has a few viewpoints to be awarded those are fluency, accuracy, pronunciation, coherence, cohesion, grammatical, stress and intonation.

In teaching and learning process the textbook is needed by the teachers and the students. English as a foreign language must be known and perceived by students. They need a textbook to support their learning. English textbooks support the teachers to

provide materials, because teachers are demanded to provide various material creatively. They also help the students to understand the lessons more clearly not only the teacher`s instruction but also the students` own desire.

According to Richards, the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective.¹It can be referred that a textbook is a book that fills in as a standard rule for students and teachers in supporting in teaching and learning process.

Textbook are considered as a basic component of any ESL course and consequently the choice of the best suitable book for a specific context requests careful investigation. According to Sheldon “ a textbook can be referred to as a published material specially designed to help language learners to improve their linguistic and communicative abilities.”² The use of English published materials is more far and wide than any other time in

¹ Jack C.Richards, *Curriculum Development in Language Teaching*, (New York:Cambridge University press, 2001). 42.

² Sheldon, *Leslie E. Evaluating ELT Textbooks and Materials* (Oxford University Press, 1987), 5.

recent memory before since textbooks give English language teachers rules concerning schedule, teaching methodologies and the materials to be instructed.

Nowadays, there are English textbooks that the teachers may use to support the teaching learning activities. Despite the fact that the books compiled based on a similar curriculum, however the content might be different, It is the teacher that should to know and be progressively basic in choosing and conveying the materials to the students. And it will be vastly improved if the teacher not only use one textbook reference but also progressively one textbook reference.

In fact, it is quite difficult to get English textbook has good materials and suitable with curriculum. it can be seen in the research of Soni Mirizon and M. Yunus that language teachers English Junior high schools in Palembang are facing difficulties in developing and writing teaching materials in implementing the Unit Level Curriculum Education. These difficulties are: (1) they do not fully understand the demands KTSP in the implementation of the teaching and learning process; (2) they do not understand

the need, students' interests and abilities; (3) they do not fully understand how to assess /evaluate a teaching material in order choose the material that suits your needs, students' interests and abilities; and (4) them do not know how to develop or write teaching materials according to standards competencies and basic competencies of the curriculum.³ Although plenty of English textbooks, for Junior High School, are claimed to be published and written based on the 2013 English curriculum, but not all of them are really in line with the 2013 English curriculum perfectly.

Teacher have to know about the progressing curriculum because the curriculum is one of the basic things for help the teacher to know about the standardize of teaching and learning. Under the K-13 curriculum, there is a syllabus that become a teaching and learning rules that arrange each every level indicator and develops into a lesson plan for teacher guidelines. The teacher should choose which one is the most reasonable textbook

³ Soni Mirizon and M. Yunus, "The Difficulties Faced By The Teachers Of English In Developing And Writing The Teaching Materials Of Junior High School" (*Skripsi Universitas Sriwijaya* , 2008).

to be used. According Cunningsworth "Not textbook intended for a general market will be totally ideal for a specific group of students".⁴ Therefore analyzing is expected to choose a fitting textbook for the students. Furthermore, to make students can accomplish the materials, they need textbook that has great quality. In order to choose a good textbook.

Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks. Additionally, Indonesia also has an Education National Standardization Board (*Badan Standar Nasional Pendidikan/BSNP*) one of the tasks of which is to analyze textbooks and to evaluate the quality of textbooks used. BSNP has some criteria to grade the appropriateness of textbook that is used in learning process. The textbook must have all of appropriateness elements, those are: feasibility of content, feasibility presentation, feasibility linguistic and graphics.

To be specific in content analysis research, the researcher only focuses on analyzing the speaking because it is an important

⁴ Cunningsworth, "International Journal of Multicultural and Multireligious Understanding (IJMMU)", Vol. 5, No 4, (August 2018), 40.

and essential tool in daily communication, and through dialogues and conversations it shares the information directly from speaker to listener, so that it is important in shaping, modifying, extending, and organizing thought between them. analyzing in one language skill that is speaking.

Based on those explanations, the researcher interest analyse speaking material and activities written on “When English Rings a Bell “ textbook that published by Ministry of Education and Culture of Indonesia. There some reasons why the researcher want to analyse the speaking material and activities written on textbook “When English Rings a Bell”. First, it is based from the school textbook standardize of 2013 curriculum that used by the teachers and students in the learning process. second, the researcher wants to try to tell that this textbook is made to cover the needs of the students in the textbook. Third, the researcher is interest at the chosen topic or theme and each sub chapter of the speaking materials in the textbook that meet the guidance of the speaking materials from syllabus of K-13.

Dealing with explanation above, the writer was interested conducting the research with the title “*A Content Analysis of Speaking Materials and Activities Written on “When English Rings a Bell” Textbook.*”

B. Identification of the Problem

Based on the background of the study above, the problems of the study are identified as follows:

1. Textbook not contain which is compatible with rubric assessment from BSNP (National Education Standards Agency) textbook standard qualification.
2. Nowadays, to get English textbook has good materials and suitable with curriculum is difficult

C. Limitation of the Study

Due to the researcher has many limitations and encounter some obstacles. Thus, the focus of this study only to analyse the feasibility of content and the presentation of speaking materials of “When English Rings a Bell” published by Ministry of Education

and Culture of Indonesia are compatible or not with rubric assessment from BSNP standard.

D. Formulations of Problem

Based on the background of the research above, the problem to be under focused on this study can be stated and follows:

1. How is the feasibility of content of “When English Rings a Bell” textbook compatible based on curriculum 2013 rubric assessment from BSNP standard?
2. How is the feasibility of presentation of “When English Rings a Bell” the textbook compatible based on curriculum 2013 rubric assessment from BSNP standard?

E. The Objective of the Study

The main purposes of the research analysing the English textbook used in junior high school are as follow:

1. To describe the the feasibility of content of “When English Rings a Bell” textbook compatible based on curriculum 2013 rubric assessment from BSNP standard

2. To describe the feasibility of presentation of “When English Rings a Bell” textbook compatible based on curriculum 2013 rubric assessment from BSNP standard

F. The Significant of the Study

The result of the study is expected to be used theoretically and practically :

- A. Theoretically, this study gives useful and referential contributions in giving general information of the way to assess English textbooks.
- B. Practically
 - a. For English teachers, the result of the study can provide helpful information in selecting and evaluating good textbooks before making decision to use it in classroom practices.
 - b. For the students, can get information about English textbook which is appropriate with the 2013 Curriculum and the criteria of good textbook by Pusat Perbukuan

- c. For the other researcher, the researcher can know the quality of the English textbook and the result of the study can give contribution to improve the quality of the English textbook in the 2013 Curriculum.

G. Previous Study

To make sure the originality of the idea in this study, the researcher will present several previous studies that have relevance with this kind of study the researcher conducted. The first, Dian Setiawati was conducted a paper by the title *Content Analysis of Student Book "When English Rings a Bell" for Grade VIII Junior High School*. The aim of the research is to analyse the relevance between the materials in the student book "When English Rings a Bell" for grade VIII Junior High School with the Core and Basic Competence in 2013 Curriculum in terms of Cognitive and Psychomotor domains of learning. In this study, the researcher used the qualitative research method. From the research findings, the relevancy materials in textbook with cognitive domain are relevant or about 78.37 %, 4 materials which are partly relevant or about 10.81 %, and 4 materials which

are irrelevant or about 10.81 %. While in term of relevancy of the materials in the textbook with the psychomotor domain, there are 15 materials in the book which are relevant or about 38.46 %, 14 materials which are partly relevant or about 35.59 %, and 10 materials which are irrelevant or about 25.64 %.⁵

The second, *Content Analysis of Reading Materials in English on Sky Textbook for Junior High School* by siti scholihatun. In her study, the researcher choose content analysis of reading materials in English on Sky textbook because it is one of the genres that must be mastered by Ninth Year Students of Junior High School. The objectives of her study are to find out the kind of genre contained in the reading passage found in English on Sky and to find out the lexical density of reading text based on English on Sky textbook for 9th grade level of Junior High School. In conducting the research, the writer uses qualitative approach. The data collected from reading texts found in English on Sky textbook. The result of the analysis shows that there are three

⁵ Setiawati, Dian. . “Content Analysis of Student Book “When English Rings aBell” for Grade VIII Junior High School. “Final Project.. (Semarang State University:2015), 15.

genre which are used in English on Sky textbook for 9th grade of Junior High School published by Erlangga. They are procedure, report, narrative text and these genres fulfilled the KTSP English syllabus requirement. The lexical density of reading text in English on Sky textbook for 9th grade of Junior High School published by Erlangga is around 50%- 60% (quite lexical density). It means that the reading texts are quite lexical densities. It means that the text is not difficult, easy to understand and suitable for students.⁶

The similarities both of previous study with the this study are the content analysis of textbook and the method is used qualitative design. However, the differences both of thesis with this study that the object of the research . The previous study focus on reading material and writing material in terms of Cognitive and Psychomotor domains of learning in. While, this study focus on the feasibility the content and feasibility presentation of *When English Rings a Bell* textbook.

⁶ Sholichatun, Siti. "Content Analysis of Reading Materials in English on Sky Textbook for Junior High School." "Final Project. English Department. Tarbiyah Faculty, (*Walisongo State Institute for Islamic Studies, 2011*), 3.

H. Organization of Writing

This study consists of five chapters which can be elaborated as follows:

Chapter I talks about the introduction that consists of background of the study, identification of problem, limitation of the study, formulation of the study, objectives of the study, significant of the study, previous study and organization of writing.

Chapter II explains about theoretical review. The writer will discuss: First, textbook which consists of definition of textbook, the function of textbook, the roles of textbook, textbook evaluation, adapting of textbook, rubric assesment for textbook Second, curriculum which consists of definition of curriculum, characteristic of curriculum 2013, the purpose and function of curriculum 2013. Third, speaking which consists of the definition of speaking, purposes of speaking, types of speaking, characteristic of successful speaking , problem in speaking activities, how to solve the problem.

Chapter III tells about methodology of research. It consists the method of the research, focus of the research, procedure of analysis, technique of analysis research.

Chapter IV is the result and discussion. It presents of data description, data analysis, data interpretation.

Chapter V is closing that consists of conclusions and suggestion.