

CHAPTER I

INTRODUCTION

A. Background of the Study

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 mention that the used 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.

Textbook becomes an essential partner for teachers in teaching and learning process. A textbook usually overcome the whole school curricula, the aims, goals, even the materials. That is why no one can guarantee the quality of a textbook used.

The effectiveness of a textbook in arranging aims and goals, and preparing teaching materials become a good consideration before deciding to use the textbook in the classroom.¹ An inappropriate textbook could possibly make the class dull with uninteresting exercise or too expensive for students or even does not match with the learner's rights in achieving their needs in learning.

¹ Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan, 1995), p. 1.

Those reasons make the selection of textbook used by teachers become relatively crucial. The textbook has to fit with the current curriculum, schools syllabus along with student's needs and also the aims and goals of teaching. Therefore, teachers have to choose the appropriate and ideal textbook as beneficial for both students and teacher as possible. However on a particular occasion, learners' needs sometimes become the pin point for the teachers to determine a textbook.

Curriculum 2013 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 curriculum 2013 itself is pretty much different with the KTSP. The purposes of the study of the curriculum 2013 in the classroom are not only based on what student learned from curriculum, but also it hopes to achieve certain values. The religious values and some characteristic building values in the student's character are also taught in the classroom. Teaching and learning method also comprehensively changed into student-centered. Asking them to analyze and then produce it with what they have already observed, exposing them to understand what they learn by themselves, and encouraging them to be socially aware with their friends, surrounding, and aesthetic factors are part of the changing method.²

English textbook in Indonesia adjust to curriculum that utilize right now. For example, now education in Indonesia using Curriculum 2013 eventhough not all schools used this curriculum and the last curriculum that is *School Based Curriculum* (KTSP), but not use anymore included the textbook which adapt that curriculum. There are so many textbooks

² Kementrian Pendidikan dan Kebudayaan 2013, Kurikulum 2013, Kompetensi Dasar SMA

in the market and from many publisher that using by student in school which not appropriate with characteristic good textbooks according to many expert and not all of the textbook fulfill the need of students about textbook.

It makes English skills become main priority in teaching English for students in Curriculum 2013 as the activities in Curriculum 2013 are expected to make students exposed in using English language as often as possible with various theme, context, and topic. The uses of skills in communication become the main priority for Curriculum 2013 in term of communicative purposes. Materials and exercises provided in the textbook should be match with the current curriculum and learners' needs. As in Curriculum 2013, teacher supposed to create an atmosphere of a free, relaxed and student centered learning classroom to make students feel encouraged to analyze, observe and generate what they learn from either mediums of learning which in this case is teacher or textbook. Of course, the essence of the curriculum and the learners' needs still have to be in total consideration for teacher when delivers the learning materials from textbook or any other media because students are different one to another. It is important to view language learning as student centered because students are individuals who differ from each other in significant ways.³

Coming up with these suitability issues of textbook with curriculum and materials in a textbook, the writer is interested in learning and analyzing this issue. He is interested in analyzing the exercises provided in the textbook, as it is concerned with communicative purposes of Curriculum 2013. The writer picks a textbook with the title "Pathway to English", then the writer analyzes the exercises coverage in providing the learners' needs as suggested by the curriculum. The

³ Don Snow, *From language learner to language teacher: An Introduction to Teaching English as a Foreign Language*, (Alexandria : McNaughton & Gunn, Inc, 2007), p.20

reason the writer chooses the textbook of “Pathway to English” as the object of this study is because this book is the first English textbook in the market released with Curriculum 2013. According to this information the writer tries to analyze this issue with the title of **“An Analysis On English Textbook Pathway To English For The First Year Student Of Senior High School Based On 2013 Curriculum ”**

B. Identification of problem

Based on the background of study above the writer identify the problem as follows:

1. There are so many textbooks in the market and from many publisher that using by student in school which not appropriate with characteristic good textbooks according to many expert and not all of the textbook fulfill the need of students about textbook.
2. The uses of skills in communication become the main priority for Curriculum 2013 in term of communicative purposes. Materials and exercises provided in the textbook should be match with the current curriculum and learners’ needs.

C. Statement of the Problem

Along with the background study that has been stated so far, the writer will try to analyze the exercise used in the textbook “Pathway to English”. The research questions will be as follow:

1. Are the materials and exercises presentation in the Textbook “Pathway to English” by Eudia Grace and Th. M. Sudarwati compatible with KI (Kompetensi Inti) and KD (Kompetensi Dasar) in Curriculum 2013?
2. How is the feasibility of content in “Pathway to English” textbook?
3. How is the feasibility of presentation in the “Pathway to English” textbook?

D. The Objectives of the Research

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

1. To know whether the materials in “Pathway to English” textbook match with the current curriculum of Curriculum 2013.
2. To find out the depth of every material presentation in “Pathway to English” in delivering the KD (Kompetensi Dasar) in Curriculum 2013.
3. To find out the feasibility of the textbook based on BSNP assessment of Curriculum 2013.

E. Significance of the research

The writer hopes that this research gives the useful information for the readers. The significance of the research can be seen as follows:

1. Theoretical

This research helps in learning and teaching activities because we known about the characteristic of a good textbook to used in class.

2. Practical

The result of this research is expected to give precious contributions to lecturers, university students and future researcher. For the lecturers, this research might become a meaningful contribution in choosing good textbooks. For the university students, this research hopefully can be used to studying in class. For the future researcher, the result of this research is expected to be a previous research for those who are interested in doing similar field of research.

F. Previous Research

To make sure the originality of the idea in this study, the writer will present several previous studies that have relevance with this kind of study the writer conducted :

1. This research is investigate the content of the textbook for Junior High School. Specifically it is written in the title of the research paper that is Content Analysis on English Textbook for SMP/MTs. The research is conducted based on main problem: (1) Do the English textbooks meet the criteria Design and Organization of a good textbooks as suggested by Cunningsworth?, (2) Do the English textbooks meet the criteria Language Content of a good textbooks as suggested by Cunningsworth?The research used the qualitative approach and content analysis method which analyze the content on English Textbooks. The data and data source is based on the textbook "Bright" grade VII from Erlangga Publisher and "When English Rings a Bell" grade VII from Ministry of Education that used in SMPN 1 Karangtanjung.

In general, the books selected as the object in this study; 1) The book "Bright" grade VII of ErlanggaPublisher, and 2) The book "When English Rings a Bell" grade VII from the Ministry of Education. Based on the analysis above, researchers can draw the following conclusion:1.From the aspect of language, both books have met the standards as defined by KI / KD (curriculum 2013) for teaching English 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 glossary.3.In both of textbook "Bright" and "When English Rings a Bell" class VII, the author does not present a list of pronunciation, word stress, etc.4.The material about the social situaton appeared in both textbook but cultural element not seen in the book "Bright" and have appeared in the book "When English Rings a Bell".

2. The third is study from Keban entitled "A Content Analysis on English for Kids' Grade 3, a Textbook Used in Elementary Schools in Malang". This research analyzed an English textbook entitled "English

for Kids Grade 3”. The purpose of this research is to know how much “English for Kids Grade 3”, a textbook used in Elementary schools in Malang, meets the criteria of good EFL textbook based on Cunningsworth criteria. The research design is a descriptive-evaluative. The procedure of analyzing the data starts by analyzing the data based on EFL evaluation criteria, then finding out how much each item of the checklist meets the criteria of good EFL textbook and concluding the result of the analysis in the form of percentage. The result shows the textbook met the criteria of a good EFL textbook that is categorized as adequately relevant to good EFL textbook criteria.

3. The other relevance comes from Yuanovita entitled “The Content Analysis of English Textbook Used by the 1st Grade of Senior High School Level “Look Ahead” Published by Erlangga” is an attempt to analyze whether “Look Ahead” textbook for senior high school is considered relevant to the EFL textbook evaluation criteria based on the criteria from Jahangard (in The Asian EFL Journal, 2007). The results of the research are “Look Ahead” is considered relevant to the EFL textbook evaluation criterion which can be seen from the total number of relevancy, and it belongs to completely relevant. It means that teachers can use “Look Ahead” as one of quality textbooks.

Based on those previous studies above, it can be seen that the study conducted by the writer uses the combination of the methods from the three previous studies to have more detailed study of content analysis of a textbook in wider and detailed analysis in identifying and interpreting the compatibility of the English textbook with the latest curriculum 2013.

G. Organization of Writing

The paper is systematically divided into three chapters. This following is short description about each chapter:

CHAPTER I: Introduction which is consists of background of study, Identification of Problem, limitation of the problem statement, the objective of study, significance of research, previous research, and the organization of the writing.

CHAPTER II: Is theoretical review. They are Content Analysis, Textbook, Curriculum and English Language skill.

CHAPTER III: Is methodology of the research that consist Design Of the Research, Instrument of the Research, Procedure of Analysis and Technique data of analysis.

CHAPTER IV: is research finding and discussions that consist findings in "pathway to English", feasibility of presentation and research findings.

CHAPTER V: is conclusion and suggestion. They are consist conclusion and suggestion for Teacher and publisher.