

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language has become the important part of human being since it was found and had been developed about millenniums ago. Every human being has their own mother language, but sometimes it cannot accommodate the need of people in this global era. Cristal (2000:1) cited in Suhuri (2008:2) state that “English is a global language”. We cannot deny that currently, almost every international occasion requires English as the tool of communication. As a part of the international community, it becomes such a challenges for every country that is not using English as their formal language to acquaint and teach English as international language to their nation.

In Indonesia the educational policy refers to *Undang-Undang No. 20 tahun 2003* about the system of national education (*Sistem Pendidikan Nasional*). It includes the use of instructional media and teaching and learning model to achieve the effective result of educational purpose. Both instructional media and learning model have an important role for teaching learning process in Indonesia. We cannot deny that most of material commonly used by teachers in learning process is taken from textbook as an instructional media. It is not surprising that textbook often becomes the only supporting instrument for the teacher to run the lesson in classes. There are several reasons that makes textbook becomes important in teaching learning process. First, textbook are relatively easy to get in the market, provides a

guide or road map for the learner which offers expected behaviors that he had to perform to find and are commercially provided (Crayford in Richard and Renanda, 2002) cited in Lathif (2015:1). Second, the teacher is helped by the availability of textbook because it can simply become a flexible roadmap in the teaching learning process that can help teacher to prepare the lesson and it is modifiable based on the students' needs (Brown,2000) cited in Lathif (2015:1).

On the other hand, the materials contain in the textbook should not only theoretical but also relate to the real life circumstances. The content that is learned by students in classes must be linked to their real experiences in order to encourage students to gain an intact development in all aspects including cognitive, affective and psychomotor. The learning model that that can accommodate all of students need above well known as Contextual Teaching and Learning (CTL).

Finally, teachers have responsibility to choose a textbook for students to fit with appropriate teaching and learning model. In case of using textbook as a guideline of teaching and learning process, teachers must be able to do an evaluation toward the textbooks that will be used. The evaluation must reveal whether the textbook contains a good materials and contextual oriented. The evaluation which refers to the materials can give such an overview if the textbook is still worth using or needs to be supplemented. On the other hand, textbook with contextual oriented will be more beneficial for students because it will help students to actualize the materials to the real life circumstances.

The reason above encourage the researcher to do evaluation toward the worthiness of content that is containing in English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*”. The textbook brings contextual teaching and learning as the tittle that indicates the textbook is contextual oriented. The purpose of this research is to find out the importance of the correlation between content to contextual teaching and learning.

1.2 Reason for Choosing the Topic

Textbook can be regarded as an important part in teaching learning process. The fact is that teacher needs textbook not only as an additional exercise resources for students but also as a guideline in the teaching and learning process related to its function that can also become a simple syllabus or lesson mapping.

Government has made the regulation of textbook use to support teaching and learning process. In fact, the regulation cannot run perfectly in all over area in Indonesia because of some reasons. The role of teacher, students’ interest, physical appearance of textbook and the material that is not applicable in real life circumstances also influence the effectiveness of using textbook in teaching learning process.

Leo (2010) cited in Kinasih (2014) conducted a survey study to 51 teachers who participated in book writing training and it was discovered that 46.3% of them did not know how to write books, 35.7% of them did not have time to write books, 7.3% of them did not have confidence to write books, 7.1% of them said that they had no ability on writing books, and 3.6% of them were less motivation in writing

books. The fact above shows that some teachers have weakness in composing an instructional material.

The phenomenon encourages publishers to create various textbooks to fulfill the needs of classroom teaching and learning process although the government has also launched some textbooks to respond the phenomenon. In fact, the teachers take an important role to decide which textbook that will be used for supporting teaching learning process. Teaching and learning process is not aimed only to transfer the material toward students, but also must contextual oriented. The use of textbook must accommodate the needs of students in order to get a new information regarding to the material of textbook which is applicable in the real life circumstances. Finally, the teachers must be able to do various evaluation and even judgment toward textbooks that have been chosen in order to adopt it, adapt it to suit the need of learner or to supplement with another learning sources (Kinasih, 2014).

1.3 Statement of the problem

The researcher needs to define the problems which are analyzed in specific way in order to succeed this research. The statements of the problem are as follows:

1. What are the criteria of textbook suggested by Government matched to English Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*”?

2. How do the content of Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” represent the contextual teaching and learning in practical field?

1.4 The Objective of Study

The objectives of this study are as follows:

1. To find out whether the Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” matched to the criteria of good textbook suggested by Government.
2. To find out the empirical evidence about the textbook used by the students in practical field.

1.5 Significance of Study

The significance of the study are as follows:

1. The researcher and the reader

The researcher and the reader can find what criteria of good textbook suggested by government in textbook contextual teaching and learning “*Bahasa Inggris Sekolah Menengah Pertama*” for seven grader fourth edition and the empirical evidence about the textbook used by the students in practical use.

2. The teacher

The result of this research can be used by the teacher as a reference to evaluate textbook contextual teaching and learning “*Bahasa Inggris Sekolah Menengah Pertama*” in order to adopt it, adapt it to suit the need of learner or to supplement with another learning sources.

1.6 Scope of the Study

Based on the identification of the problem, it is important to limit the problem in order to make the research becomes deeper in its analysis. That is why the researcher limits this study only on the analyzing of the Textbook Contextual Teaching and Learning “*Bahasa Inggris Sekolah Menengah Pertama*” for seven grader fourth edition. This study will focus on the criteria of book evaluation in English textbook which will be analyzed using criteria of good textbook determined by Government. The book will also be analyzed about the correlation to the contextual teaching and learning.

1.7 Outline of the Study

This final project consists of five chapters in which contain of:

Chapter I is introduction, which contains background of the study, reason for choosing the topic, statement of the problem, objective of the study, significant of the study, the scope of the study and the outline of the study.

Chapter II is review of the related literature. It consists of the concept of English language teaching in Indonesia that will be broke down into concept of School Based Curriculum (KTSP), syllabus, the ideas of using textbook, definition of textbook, designing textbook, appearance of textbook, textbook evaluation, contextual teaching and learning and conceptual framework.

Chapter III is methodology of the research. It contains the research design, subject of study, object of study, method and instrument of data collection, data analysis and research procedure.

Chapter IV presents the research findings of data analysis which will discuss how the contents of textbook appropriate to the criteria fulfilment and how they vice versa.

Chapter V presents conclusions and suggestion dealing with the discussion of the research.

