CHAPTER I
INTRODUCTION

11. Background of the Study

The important of learning English make it taught from the Elementary School continued in Junior High School and Senior High School. The government expect that the students can use English to communication. Some of factors that influence English teaching and learning process are a teacher and instructional material. According to Idris and Jamal (1992:38) the factor that influence the efforts to gain the purpose are human, such as the teacher, counselor, administrator, and instructional materials such as expressions of introduction, invitation, offering something, narrative text, recounts text, etc. Here, the teacher has two main roles in teaching the students; the first role is to facilitate the communication between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group (Breen and Candlin, 1980).

As a facilitator, the teacher can freely choose any instructional material which can support students achieving the competence. It can be any medium of communication used by the teacher and pupil to enhance learning such as textbook, audiovisual aids, television, or radio, etc (Shores, 1960:3). In supporting the teaching learning process, the presence of a book is necessary to consider as stated by Brown (1994:145), the most obvious and most common form of material support for language comes through textbooks. It means that a textbook is the most common factor to support the success of teaching learning process. Nowadays, the center of the teaching learning is the student, not the teacher. Teaching and learning is not how the *commit to user*
teacher has good teaching, but how the student can learn well and sustainable. Here it is important for the teacher in facilitate some materials for the student. Classroom activities should parallel the ‘real world’ as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium (Clarke and Silberstein 1977:51). Teacher can use some materials in teaching students such as video, book, cassette or card

Textbook is an instructional material that teacher uses in teaching students. Some reasons textbook becomes a popular instructional material because a textbook provides an outline that the teacher can use in planning course, units, and lesson. It summarizes a great deal of pertinent information and enables the students to take home in convenient form most of materials they need to learn for the course. A textbook provides a common resource for all students to follow and provides the teacher with idea regarding the organization of information and activities. The textbook includes other teaching aids, such as summaries and review questions and relieves the teacher of having to prepare material for the course, thus allowing more time to prepare the lesson. (Ornstein, and Lasley (2000:229).

Another reasons, the teacher uses textbook; 1) it is economical. Compared with the cost of providing the content if textbook in the other forms, such as pamphlets, charts, or fat picture sets, textbook is relatively inexpensive. 2) it help to individualize instruction. The textbook enable different students to study different things at the same time or to repeat if it is necessary. 3) it help to organize and provide unity for class instruction. Textbooks do this by providing a set of common reading experiences, suggested activities, readings, and questions to be answer. 4) Textbooks are regarded as a help in improving the skills of teachers. They can be particular help for inexperienced, beginning teachers in handling instructional
problems (Brown, Lewis, and Harcleroad 1964:98).

According to Cunningsworth (1995:17), textbooks help the learner to learn in a number of ways. They select the items to be learned (grammar, functions, skill, etc), break them down into manageable units and sequences them in a way which is designed to lead from the familiar to the unfamiliar and from easier to more difficult items in terms of “learnability”. Textbooks also embody certain learning styles and strategies, which can influence how individual students go about their own learning. Textbooks can promote learning by contributing to student motivation. An interesting textbook well presented, with variety of topics and activities can be a powerful factor in strengthening the motivation of the learners, and often teachers too. As a result, the teacher prepare students who have the competences as described in the competence standards and basic competences to get that the teacher decides the indicator of competence achievement. Then the teacher must select the textbook used in order that the students can reach the indicators. It makes the teacher selects a good textbook based on curriculum used.

Based on Permendiknas No.22/2006, since the academic year 2006/2007 Department of National Education has implemented the 2006 curriculum. It replaces the last curriculum which we called competence based curriculum. The 2006 curriculum is a curriculum that developed by each school creativity. The development of the curriculum as in convention of Government Regulation No 19 Year 2005 concerning National Education Standard, is based on Graduate Competence Standard (SKL) and Content Standard (SI) and guided to the guidelines established by the National Education Standards Agency (BSNP). Guidelines for developing Education Unit Level Curriculum (KTSP) consist of two parts, the first part is in the form of General Guidelines, and the second part is in the form of KTSP model. It means the
last curriculum that is used is Content Standards 2006, the result of the consummation of the 2004 curriculum. Due to changes in the English teaching learning, the material that is taught should be relevant to the curriculum used. The 2006 curriculum is only a curriculum development model which is based on each school creativity. It is not curriculum itself. The government hopes that every school can have many chances to use its potential to create its own curriculum. The curriculum has competence standards and basic competences. Through them the teacher can create their syllabus. The syllabus of one school may be different from that of other school because the teacher has his own creativity to make it. The syllabus of each school may be different but the contents are standardized by the curriculum.

In selecting the materials in textbook the teacher considers Graduate Competence Standard (SKL) based on Decrees of the Minister of National Education Number 23 Year 2006 is used for guidelines in scoring to determine the graduation of the students. For the students in elementary school, the Graduate has purposes; place the natural aptitude, knowledge, identity, certain character, life independent skills and follow the next advanced education. Contents Standard (SI) based on Decrees of the Minister of National Education Number 22 Year 2006 entails minimal range material and level minimal of competence to reach minimal graduation competence in level and type of certain education.

In changing of the curriculum, the teacher will change the materials in teaching. English learning has purpose to make the student able in communication. As a result the curriculum is based on communicative competence as the main point of Communicative Language Teaching. It is an approach in language teaching which uses communicative competence as the goal and develops procedures for teaching of
four language skills that acknowledge the interdependence of language and communication (Larsen-Freeman, 2000:121).

The use of Communicative Language Teaching approach will develop the students' communicative competence by using English expression. To stimulate the learners, textbook should stimulate communications between learners. Some activities will encourage learners to think about the nature of language and ways of learning imply a more critical and reflective learner role than those in which the learner is memorising or manipulating language (Nunan, 1989:83). According to Finocchiaro and Brumfit (1983) distinctive features of CLT are language learning is learning for communication, drilling may occur, but peripherally, comprehensible pronunciation is sought, the target linguistic system will be learned best through the process of struggling to communicate. Moreover, in designing activities, the textbook need to decide whether it want learners to rehearse in class tasks which the students will, potentially at least, want to carry out in the real world. In this case, the teacher need consider the roles that both the teacher and the learners will adopt in carrying out the task and assess whether these roles are appropriate to the given group (Nunan, 1989:138).

There are many English textbooks used in school, especially in junior high school. In junior high school, the book should be interest because the users are children. As an important facilities, textbook must be suitable with standard competence of curriculum and the content must be relevant with curriculum. The students in junior high school are still identical in playing and have fun. So there are many materials in English made for fun. In receiving English the student will get foreign input because the language is different with our language.

To reach the four language skills that are listening, speaking, reading and
writing, the teacher will choose good textbooks for them. To succeed using the textbook, in teaching the student of elementary school, the teacher should praise the students to make them enthusiastic in learning. Scott & Ytreberg (2003:3) argue that, young learners are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young learners. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.

Here, the writer wants to analyze an English textbook ‘Passport to the World 1’ because the textbook has been designed based on the Decrees of the Minister of National Education that are Number 22 Year 2006 concerning the Standard of Contents, and Number 23 Year 2006 concerning the Standard of Graduate Competence. The book also designed as the guiding materials for Junior High School students to learn English. In addition to the newly introduced vocabulary, the textbook also covers some language functions to maintain interpersonal relationships. Each unit is always started with warming up activities to introduce the topic to the students. Then it is followed the activities to boost the oral skills before doing the activities to enrich the skills in written English.

The activities of the textbook are designed in such a way that is closely similar to day-to-day life. Grammar content is introduced as required to construct a text being discussed in each unit. It should not be discussed and learned separately from the topic of the unit. Another good point of this book is that there is a section to introduce some habits or cultures of native English speakers. Some recommended game activities are also presented in almost all units, so that students can learn with fun. At the end of each unit, there is a summative practice followed with a reflection sheet. This is to assess the proficiency of the learner. Therefore, this should voluntarily be
done by the students. The book also designed with a concept map, that is the complete
description of the content of the book.

Because of the result above, the writer interested in analyzing one of English
textbooks that used in the seventh grade of Junior High School. So the writer takes the
title “A Content Analysis Of ‘Passport to the World 1’ an English Textbook Based on
CLT Principle”

12. Problem Statement

Dealing with the problem of the study problem above, the study finds:

F. How is the description of the textbook entitled “Passport to the World 1” in
general?

G. How is the quality of English textbook entitled “Passport to the World 1”
in developing communicative tasks and types of communicative materials?

13. The Objectives of the Research

The objectives of the study are:

F. to describe textbook entitled “Passport to the World 1” in general, and

G. to analyze the tasks and materials used in “Passport to the World 1” for
the seventh grade of Junior High School have certain quality for
communicative tasks and communicative materials.

14. The Benefits of the Study
Considering the result of the study, it is expected that the users of textbook will get information about the characteristic of good English textbook that appropriate in communication and the quality of the textbook. They also get information about the description of “English Passport 1” and they will know comparison this research with the relevant theory.

For the teachers, hopefully the study will be beneficial in selecting materials for the students. They will get information about language skills that are suggested in the school based curriculum. They also get more information about communicative activities. For the writer and the readers, they will get information about the communicative tasks and types of communicative materials and will know how far the English textbook develops communicative exercises.