

CHAPTER I

INTRODUCTION

In this chapter presents background of the problem, research problem, focus of the research, aim of the research, significances of the research, assumption of the research, scope of the research, definition of the key terms.

1.1 Background of the Research

The curriculum plays an important role in education with the aim to achieve learning success. The curriculum is a collection of plans, objectives, teaching materials and lessons that used as guidelines by teachers in order to achieve the goal of learning. The curriculum also has core competencies and basic competencies used as reference in teaching. That references such as the core competencies and basic competencies can use as the material for the teacher that must teach to the students. Teachers use the material as their foundation to create Rencana Pelaksanaan Pembelajaran (RPP).

The curriculum that applied in Indonesia has changed several times. The curriculum that has been used are the 1947 lesson plan, the lesson plan unravel 1952, the Education Plan 1964, the curriculum 1968, the 1975 curriculum, the 1984 curriculum, the 2004 curriculum, the 2006 curriculum (KTSP), the 2013 curriculum and the revision 2013 curriculum. The revision 2013 curriculum recently applied in Indonesia, the design of that curriculum use student-centered.

Curriculum used as the foundation to create materials in Rencana Pelaksanaan Pembelajaran (RPP). In RPP there was material and media that need

to use in learning and teaching process. Some media of learning, methods of learning, teaching materials, and others are part of Rencana Pelaksanaan Pembelajaran (RPP). Whatever tools used in assisting of the language teaching called the materials. According to Tomlison (1998: IX) materials can be a task book, cassette, CD-ROM, video, photocopy handout, news, paragraph written on a white or black board; everything that can present information about the language studied, and in the form of books.

Textbooks are a learning resource and teaching materials of education. Many book publishers provide various types of textbooks as supporting teachers in the teaching and learning process. The textbooks that had published are not all in accordance with the criteria of the book to suit the needs of students and have good quality. Teachers should be able to choose a suitable book to use during the learning and teaching process. Curriculum changes that occur directly affect the textbook to use. Textbooks that used to exist cannot be reuse due to differences curriculum. Textbook created by the publishers must be based on the curriculum that applies because the textbook as the teacher's grip in teaching and aims to facilitate the teacher in teaching. Textbook used by the teachers to do their teaching and learning process in classroom activities. So textbook that use in the school must be implementing the curriculum that applies by the government.

There are some problems about textbook and curriculum that found in the previous study talks about approaches, methods, met the objectives of TEFL, teacher's perceptions of the textbook, general qualities found. Based on the problems found in those previous studies, the problem of the competencies and language skills of textbook also need to be investigating. The fact showed there

was some problems that find in textbook such as the arrangement of the materials are confusing the teachers and students. Any Herawati said that statement in Timesindonesia news, Malang (Saturday, January 09th, 2016). It said that the textbook materials existed irrelevance with the curriculum materials as the basic for teaching and learning. The presence of material differences taught at textbook and the 2013 curriculum is a major problem faced by teachers. This can affect the learning and teaching process, the goal that not be achieved, the goal does not match the achievement in the curriculum, and the teachers have difficulty finding the material in accordance with the curriculum.

Textbook plays an important role in the learning process so if the core and basic competencies due to inconsistency with the curriculum applied. If there is a problem in the content presented in textbook, there will be some problems that arise or will have an impact on the purpose of learning and teaching process. One of the problems that will arise is that it will not achieve the expected learning objectives as found in the 2013 curriculum. On the other hand, if the competencies are not in accordance with the curriculum then there will be some difficulties for teachers and students. The problem that will arise is the difficulties of students in understanding the material presented in the textbook, difficulties in delivering teaching materials for teachers and language skills students will not develop.

Textbook used as teaching tools are inseparable from the curriculum that applied. It found that the material contained in the book does not suit to the material contained in the curriculum. Thus, to know the appropriate of the material found in the teaching book with the material contained in the 2013

curriculum, it is important as the basis of research to analyze the material of English teaching books.

1.2 Problem of the Research

Based on the problem above, the problem that should answered in this research. How is the relevancy between Eleven Grade English Textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School?

1.3 Focus of the Research

This research is conducted to know or analyze the relevancy between Eleven Grade English Textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School.

1.4 Aim of the Research

The aim of this study is to know the relevancy between Eleven Grade English Textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School.

1.5 Significances of the Research

This research is expecting to be useful for the English teachers and other researchers:

- a. To know well which English textbook that suitable to use for teaching and learning process.

- b. To give information for the next researcher to know how the appropriate textbook that have a good quality based on the curriculum.

1.6 Assumption of the Research

There are some material inconsistency between basic and core competencies in the English textbook and the 2013 Curriculum. In addition, a skill mismatch is developed or found in the English textbook and the 2013 Curriculum.

1.7 Scope of the Research

This research focuses on analyze the relevancy focus on the core competencies, basic competencies, language skills involve the language elements between Eleven Grade English Textbook (Stop Bullying now Stand up • Speak Up) and English Curriculum (The 2013 Curriculum) of Senior High School.

1.8 Operational Definition of the Terms

There are some terms in this research, should be explain to avoid misunderstanding about the variables related to this research. Those terms are:

- a. Analysis of textbook

Textbook analysis is the process of analyzing the quality of a book related to fulfilling the needs of students and support teachers in the teaching and learning process. According to *Oxford Dictionary of Philosophy*, 1996, by Simon Blackburn, analysis is a process of breaking a part of a concept into a simpler part with a logical structure.

b. English textbook

The English textbook (Stop Bullying now Stand up • Speak Up) is used in English language lessons published by the Ministry of Education and Culture of the Republic of Indonesia. This book is the 2nd edition for the Eleven Grade of Senior High School. It is expecting to help students achieve the competencies that apply in the national curriculum.

c. The 2013 Curriculum

The current curriculum is the revised K-13 curriculum or better known as The 2013 Curriculum. The teaching approach used in the 2013 curriculum is the scientific approach. The scientific approach aims to improve students' affective, cognitive, and psychomotor.

