

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents about the background of study, the statement of problem, the objective of study, the significance of study, the scope and limitation of study.

### **1.1 The Background of Study**

In order to conduct the activities of teaching-learning process, the teaching material is a key component which should be considered. There are many kinds of teaching material but in Gresik, textbook is one of created teaching material that common used to help both students and teachers rather than use the teachers' created materials. They believe that textbook writers have better resource that provide more systematic and carefully developed syllabus-based materials than classroom teacher. In Indonesia the syllabus is set centrally especially for public school the textbook that is used must be officially approved that is why excellently made textbook can be used as a syllabus if it reflects learning objectives (Cunningsworth, 1995), in other word it is not only properly meet the purpose of the curriculum standard which is used by the school but also be integrated with the vocational high school needs and targets.

There are many English textbooks for 2<sup>nd</sup> year student of vocational high school we can find in Gresik with many kinds of publisher. The teachers in public school often have little choice in selection of textbook since they must use the

compulsory core textbook that is published by the Department of Education and Culture. All those books may provide the appropriate material to the current curriculum. However, there are several reasons that the teachers are less interested in using the standardized textbook. The reasons as cited by Purnomowulan are: (1) the activities in a textbook are so excessive that the teachers are hardly able to attain the semester target course, (2) a textbook fit uncomfortably either in the reason of time, culture, or level proficiency age, (3) a textbook has an advance knowledge and skill that unsuitable with the user of the textbook, (4) a textbook is less provided the content with language items, ideas, strategies, or principles in which the teachers need to be applied, and (5) a textbook does not involve the current and recently curriculum issues.

In this study, the researcher is concerned with the English textbook *Effective Communication 2<sup>nd</sup> Year SMK* written by Agus Widyantoro, Kartika Pratiwi and Nuki Prihatini which is *Buku Sekolah Elektronik (BSE)*, an electronic English textbook, designed for SMK and published by the book center of National Education Department. The book has been used in some cities like Gresik, Yogyakarta and Surakarta. There was a study conducted by Dika Prahastiwi Cahyaningrum in 2013 from the University of Yogyakarta using this book. The other studies were conducted by Musabani Yati Solekah in 2014 from University of Muhammadiyah Surakarta. The writers of the book state that the book is integrated for vocational high school based on the list of 2006 curriculum standard, *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The material and the task

are developed based on English proficiency to develop the students' competence in four skills of English, listening, speaking, reading and writing. The textbook is chosen because the textbook is expected to be used by advanced learners, especially for specific program (vocational high school) is expected to provide balance input between General English and register for specific purpose. Therefore, this matter could be additional consideration for the researcher to analyze the textbook.

The 2006 curriculum is also called School Level-Based Curriculum (SLBC). In Indonesia, the SLBC is well known as KTSP (Kurikulum Tingkat Satuan Pendidikan). SLBC consists of the target education of level based education, structure, contents of curriculum in educational unit level, and educational calendar and syllabus (BSNP, 2006:5). Syllabus here is a plan of learning in a specific subject. It consists of standard of competency, basic competency, learning activity, indicator of evaluation, evaluation, time, and source of learning.

Some previous studies support the researcher to conduct this research. Previous research using *Effective Communication 2<sup>nd</sup> Year SMK* textbook written by Agus Widyantoro, Kartika Pratiwi and Nuki Prihatini has been conducted by Dika Prahastiwi Cahyaningrum. In 2013, Dika conducted a study of book analysis with the title "An Analysis of Materials in a Student Textbook (A Descriptive Research on "Effective Communication" Book for Elementary Level Students of SMK Grade XI). The study focused on the materials and tasks whether it is suitable for SMK students of elementary level and the basic competence or not.

Another research was conducted by Kurniasari on 2014 entitled "A Content Analysis on English for Vocational High School III for students for Vocational High School". The criteria of evaluation of this research also focused on the compatibility of the materials and tasks with the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and types of communicative level. Yuanovita Prihatianti Fitria also conducted a research on 2011 entitled "The Content Analysis of English Textbook Used by First Grader of Senior High School Level "Look Ahead" Published by Erlangga". This research analyzes whether "Look Ahead" textbook for senior high school is considered relevant to the EFL textbook evaluation criteria. It is also expected to find out what criteria fulfilled by English textbook "Look Ahead". The evaluation criteria used in this research is based on the criteria from Jahangard (in *The Asian EFL Journal*, 2007). The last but not least, Abu Darrin also conducted study on 2014 with the title *An Analysis of English Textbook for First Graders of Senior High School "Bahasa Inggris untuk SMA/MA dan SMK/MAK Kelas X"* Published by Putra Nugraha and Used in SMAN 18 Surabaya Based on Basic Competences of Curriculum 2013 which figured out the conformity of the basic competences in the textbook with the basic competences in curriculum 2013, the materials in the textbook with the basic competences in curriculum 2013. The results of this study show that all of the basic competences in the textbook conform to the basic competences. Besides, it also shows that most of the materials in the textbook do not conform to the basic competences in the syllabus of English curriculum 2013.

The previous studies mentioned above (Cahyaningrum, 2013; Kurniasari, 2014; Yuanovita, 2011; Darrin, 2014), have focused on the content of the English textbook, they are its materials and tasks whether those are compatible with the curriculum used or not. Different methods and instruments are taken to fulfill the objectives of the researches.

The researcher will analyze the content suitability with the evaluation criteria designed by Jahangard from The Asian EFL Journal, Volume 9, Number 2, June 2007 with the title Evaluation of EFL Materials Taught at Iranian Public High Schools”.

## **1.2 The Statement of Problem**

In relation to the background that has been presented previously, the problems of the study are:

1. Is “*Effective Communication 2<sup>nd</sup> Year SMK*” textbook considered to be relevant to the EFL textbook evaluation criteria based on Jahangard and *KTSP* Curriculum?
2. Are the criteria based on EFL textbook evaluation based on Jahangard Journal fulfilled by “*Effective Communication 2<sup>nd</sup> Year SMK*”?

## **1.3 The Objective of Study**

The objective of the study is to answer the problems mentioned in the

research problem. In relation to that, the objective of this study is to identify the effective communication 2<sup>nd</sup> year SMK textbook whether or not:

1. considered relevant to the EFL textbook evaluation criteria and *KTSP* Curriculum
2. fulfilled the criteria based on EFL textbook evaluation based on Jahangard Journal.

#### **1.4 The Significance of Study**

##### **1.4.1 The Theoretical Significant of Study**

The study is purposed to give guidance to analyze a good English textbook especially in terms of compatibility with the SMK curriculum. It is theoretically intended to teachers to make them aware and realize that there are so many English textbooks that should be selected properly to meet the needs and targets of their students.

##### **1.4.2 The Practical Significant of Study**

The findings of this research are practically expected to be useful as a contribution for teachers and students of vocational high school. It is expected to provide information about the effective communication 2<sup>nd</sup> year SMK textbook's content related to the curriculum used so that the teacher can be selective to choose their English textbook as the primary sources. In addition, this product may also be taken by other researchers to get information for further study about

English textbook.

### 1.5 The Scope and Limitation of Study

Analyzing the effective communication of 2<sup>nd</sup> year SMK textbook will be an important thing to start because in this rapid development of science and technology, new or authentic materials are various in the English learning, and they should be selected well. The scope and limitation of this study is focused on mapping out the criteria fulfilled by the effective communication of 2<sup>nd</sup> year SMK textbook which is designed by Jahangard and its relevancy with the criteria.

### 1.6 The Definition of Key Terms

There are some key terms which are necessary to define to make this discussion more obvious. They are:

- a. **Textbook** is a printed and bound artifact for each year or course of study (Encyclopedia of Education, 2008b). It contains facts and ideas around a certain subject.
- b. **Textbook analysis** is analyzing content of textbook by seeking information in a range of categories and providing the necessary data to find out the quality of the book based on best criteria of textbook.
- c. **Curriculum** is a set of plans and the setting of objectives, content and learning materials, and methods used to guide the implementation of learning activities to achieve specific educational objectives. Specific

objectives include the national education goals as well as compliance with the specification, condition, and potential of the region, and education unit learners (Permendiknas no: 22&23, 2006).

d. **Curriculum 2006, KTSP** consists of the target education of level based education, structure, contents of curriculum in educational unit level, and educational calendar.