

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

The progressions of knowledge and skill make people feel the importance of having international language. English has been used by almost all people in various fields. Therefore the education minister of Indonesia feels the demand to add English as one of the subjects to be studied comprehensively. Current English language has begun to be applied at the level of primary education through college.

The success of teaching and learning process depends on the curriculum itself. Therefore curriculum is absolutely needed as a guide line in implementation of English lesson. Curriculum has been explained by experts. According to Pratt (1980) curriculum as a written document that systematically describes goals planned, objectives, content, learning activities, evaluation procedures and so forth. Goodlad and Su (1992) add that curriculum as a plan that consist of learning opportunities for a specific time, frame, and place, a tool that aims to bring about behavior changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school. While Grundy (1987) defines curriculum as a program of activities (by teachers and pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives.

Curriculum is a very important guide for teachers. Malloy (1996) states that curriculum is a potent tool for reform when it integrates and interrelates subjects and disciplines in a manner that makes learning experiences meaningful. Curriculum has function as guidelines for successful teaching and learning process. Therefore, the Ministry of National Education of Indonesia always improves the curriculum of education from time to time. The current curriculum is the curriculum of 2006.

Curriculum of 2006 is called KTSP (*kurikulum tingkat satuan pendidikan*). In English it is called SBC (School Base Curriculum). SBC is operational curriculum arranged and done in each level of school. SBC consists of the objective of educational level, structure and content educational level of curriculum, calender and syllabus (BSNP, 2006:5). This means that the curriculum provides the authority for each school to develop a learning process based on the circumstances of each school needs and abilities. In curriculum of 2006, one of the goals of teaching English is to enable students to develop their communicative competence in English, which consists of listening, speaking, reading and writing.

The objective of School Base Curriculum for seventh grade student is that students are expected to be able to understand and create a variety of short functional text, monologue and essay. Based on School Base Curriculum, teaching English for Junior High School students are expected to develop their communicative competence in spoken and written in English language to gain functional literacy rate in four skills that are mastered, such as listening, speaking, reading and writing. So,

the textbook used by teacher in teaching and learning process should be reflecting its standardization.

Listening is a communication technique that requires the listener to feed back what he hears to the speaker. The first challenge for the listener is accurately identifying speech sounds and understanding and synthesizing these sounds as words. According to Jones (2012) listening requires concentration and it is essential for success in school and at work. Listening skill is important part of communication. Listening has three parts: hearing the speaker, understanding what the speaker is saying and making a judgment based on that understanding. Good listeners are often some of the good speakers because they have taken the time to find out what people are truly interested in.

According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Speaking ability depends on how many vocabulary mastered by student. So, it also has connection with reading skill.

Reading brings so much to the reader, from grammar and vocabulary to a basic understanding of how the language works. Reading is an active process in which readers interact with text to reconstruct the message of the author. Printed

symbols are signs which lead an active mind to reflect on alternatives during the process of constructing knowledge (Barr, Sadow, and Blachowicz, 1990). Reading is important because it develops the mind. Understanding the written word is one way the mind grows. The relationship between reading and writing is a strong one and people who are generally good at one will usually be good at the other. Reading and writing are interdependent processes that are essential to each other and mutually beneficial (Holt & Vacca, 1984).

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (Hampton, 1989). Writing is considered as the most difficult skill for language learners because they need to have a certain amount of second language background knowledge about the rhetorical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers (Tangpermpoon, 2008). Writing skills can be the ticket to better college grades and greater academic achievement because the intellectuality of students can be measured from the quality of their written text. The English skill whether it is listening, speaking, reading, and writing related each other. It can be mastered by studying a textbook which contains those skills.

According to Rohmawati (2011), textbook is the primary teaching materials because the most obvious and most common form of material support for language instruction comes through textbook. Textbook has important role in teaching English. Based on the explanation above, this research wants to observe and investigate the reflection of materials in textbook with the title "*Scaffolding: English for Junior High*

*School Students VII*'. The researcher chooses this book because it is used in the seventh grade Junior High School which is the basic grade of Junior High School. More, this book is also suggested by government to be used in secondary school. So, it is necessary to ascertain whether the book contains the basic things needed by the Junior High School student's in seventh grade to be developed again towards the next higher level.

Scaffolding textbook is created by Joko Priyana, Riandi and Anita Mumpuni. published by National Education Department and the copyright also has been bought by the National Education Department to be used in Junior High School as the source of teaching English based on the Ministry of National Education's. This textbook has been considered the feasibility of life by the Board of National Education Standard (BNES) and has been designated as subject textbook that meet eligibility requirements for use in learning through the Minister of National Education decree number 46 of 2007, decree number 12 of 2008, decree number 34 of 2008, and decree number 41 of 2008.

The researcher decided to find out the reflection of School Base Curriculum in "*Scaffolding*" textbook used by seventh grade student Junior High School. From this research, the researcher hopes the result can give information to the teacher, parent, and stakeholder of school about the advantage and also the weaknesses of the book. So it can become reference for the teacher in establishing teaching and learning process. The teacher can give additional activity that appropriate with the School

Base Curriculum if the material presented less support teaching and learning activities.

## **1.2 Problem Statement**

Based on the background of the study, the researcher wants to investigate a problem: How is the 2006 English Curriculum reflected “Scaffolding” textbook?

## **1.3 Significance of the Study**

For theoretical significance, the great finding of this research can be used as guidance for teachers to judge a book from the perspective student activity in studying listening, speaking, reading, and writing skills.

For practical significance, researcher suggests the method can be used by teachers to evaluate the textbooks used in teaching English as a foreign language. Researcher hopes that this research will give a contribution to those who have focused on area of learning, especially for English teachers so that help them when they teach English by using the textbook as a primary source. This study will give students the ability to understand some types learning activities. For further research, this study will also provide basic information for further study about English textbook.

## **1.4 Scope and Limitation**

This research will observe the reflection of 2006 English Curriculum in “*Scaffolding: English for Junior High School Students*” textbook that is used by the seventh grade of Junior High School. The researcher will map out the existence of indicator in English syllabus toward all learning activities of listening, speaking, reading, and writing.

### 1.5 Definition of Key Term

- a. ***Textbook*** is a book used in educational curriculum. It consists of four skills of English, they are: reading, writing, listening, and speaking.
- b. ***Scaffolding textbook*** is the textbook published by National Education Department suggested by the BNES (Board of National Education Standard) to be used for the seventh grade of Junior High School as the teaching and learning media.
- c. ***Curriculum of 2006*** is an operational curriculum that is designed and implemented on each educational item (BSNP, 2006: 5)
- d. ***Listening Activity*** is an activity to train students to construct meaning from, and respond to spoken and or nonverbal messages.
- e. ***Speaking Activity*** is an activity to train students to express their idea in oral form.
- f. ***Reading activity*** is an activity to train students to interpreting the meaning of written symbols
- g. ***Writing Activity*** is an activity that helps students to think about a topic, determine a purpose, and prepare to write a simple text.

**h. *Reflection*** is the process of analyzing, reconsidering and questioning experiences within a broad context of suitability between the indicator of curriculum toward textbooks