

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of this study. It consists of five sections which are ; Research context, research focus, research purpose, significances of research and definition of key terms.

#### **A. Research context**

Language is used to create a meaningful communication among human beings. In other words communication is the main function of language (Nurhayati:2016). When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part ; our family, social groups and other associations (Amberg and Deborah J: 1997 :23)

In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school. By studying English, it is hoped that Indonesia people can keep communication with other people in the world. Today, the study of English continues to take up an important place in our educational curricula.

Nowadays, Indonesian society have faced the new paradigm era, that is to learn could be conducted not only effectively but also enjoyably. To educate actually means that it is not a simple and easy matter (Nurhayati : 2018). The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency based curriculum development that was initiated in 2004 and the school level- based curriculum in 2006, which includes competency of attitude, knowledge and skills integrated. The aim of 2013 curriculum is to create 2045 generations become intellectual generations who possess noble characters, independdent, democratic, responsible (Indah 2013:13)

In 2013 curriculum it is stated that students are expected to have 4 Core Competencies (KI) namely spiritual attitude competencies, social attitude competencies, knowledge competencies, and competency skills in learning English. The four competencies are translated into Basic Competencies (KD) that must be achieved by junior high school students in learning English. For example, in the basic competence of the spiritual attitude it is stated that junior high school students should be grateful for the opportunity to learn English as the language of instruction in international communication which is manifested in the spirit of learning.

Where as the basic competence of social attitudes is that students can show polite, honest, responsible, cooperative, disciplined, confident, and peace-loving behavior in communicating English both interpersonal and transactional. In one of the basic competencies of knowledge explained students can understand the social function, structure of the text, and linguistic elements of the text and can compile simple oral texts to say and respond to greetings, sayings, thanks, and apologies for basic competency skills (Minister of Education and Culture Regulation, 2013).

Incorporating a set of skills that satisfy the needs of the 21<sup>st</sup> century learners in the curricula used in teaching and learning of English as a foreign language has become a priority. Learners nowadays are no longer expected to base their success on their ability to perform manual work; rather, They are supposed to demonstrate an indispensable ability to search for, find, share and use the information to solve various and complex problems (Bouzid 2016). Instructional materials, particularly course books, have an important role in the English Language classroom. Instructional materials are a key component in the most language program (Richard, 2001).

Moreover, another expert Cunningsworth (1995) summarizes the role of textbook in language teaching as follows. First, a course book can be a resource for presentation materials (spoken and written). Second, it can be a source of activities for learner practice and communicative interaction. Third, it can be a source of stimulan and ideas for classroom activities. Fourth, it can be a syllabus.

Finally, it can be a support for less experienced teachers who have yet gained in confidence. Therefore, having a good textbook is strongly recommended.

Be English teacher, it is essential for the teacher to improve the quality of English teaching and learning process. She should be more creative in producing and using interesting media. In addition, she should often give English instructions, implement various interesting activities like games and pay attention to all of the students. In doing so, the students will be able to engage themselves in interesting teaching and learning process (Nurhayati:2015). Just like the uses of textbook should be relevant and have high quality to students' and institutional needs and that reflect local content, issues, and concerns (Richard, 2001). Moreover, Hamer (2007) states that textbooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, audio cassettes/ CD and other accessories such as DVD Material, CD ROM, and extra resource materials. Furthermore, Cunningsworth (1995) proposes four criteria for evaluating textbook, namely; textbook should correspond to learners' needs, textbook should reflect the uses (present or future) that learners makes of the language, textbook should take account of students' needs as learners and facilitate their learning processes, without dogmatically imposing a rigid "method", teksbook should have a clear role as a support for learning. So, all course books should meet those criteria.

The content of available textbook used in the Researcher's school are The main book "*When English Ring The Bell*" and Supplementary book From MGMP does not cover religious aspects while the researcher analyzed. So, the students' and institutional needs are not fulfilled. In reality, the islamic juniour high school is an education institution that is organized by Ministry of Religious Affair (Kemenag) Republic of Indonesia (RI). Because of that reason, the environment of the Islamic junior High School is different from Junior higt school (SMP). Most of the subjects in the islamic junior high school are religious subject. Besides, the extracurricular activities of students are usually influenced by religious aspects. Thus, the learners' condition in Islamic junior higt school is different from that in junior higt school (SMP).

Based on the result of an interview conducted with English teacher and questionnaires conducted with students in the researcher's school, it could be concluded that material development for Islamic Junior High School is really needed. The unavailability of appropriate materials gives effect on the students' competency in using English for communication. The Students have limited vocabulary of a religious context. They are not able to explain their daily activities in the context of religious activities. Additionally, Polly (2009), Arimurti (2007), Cheng (2017), Wati (2015), Wahab (2014), Meidani (2016), Ampa (2013), Maruko (2017) and Dar (2016) find out that developing materials could help students to achieve the objective of learning English. Materials are important because they can make students' needs. Finally, the writer conducted to develop English textbook for the seventh grade students of Junior high school. The English textbooks entitled "*When English Rings a bell*" For Islamic Junior High School. Although this book is published by Ministry of Education and Culture of Indonesia no one can guarantee that the materials in this book are relevant with all school. Thus, the researcher decided to develop the textbooks based on islamic character and hope this product could increasingly motivate the students in islamic junior high school to learn English because the content of the product involves religious aspects, the content of materials were considered for them daily activities.

## **B. Statement of Research Problem**

Based on the background above the researcher raises the research questions as follows:

1. What are the students' needs in English material for Islamic junior high school?
2. How to develop English material for Islamic Junior high school?

## **C. Significance of the Study**

The general aims of this study is to develop material of English Textbook of developing english competencies for Junior high school tenth grade based on islamic characteristic. The specific aims of this study are as follows:

1. Finding out the students' need in English material for islamic junior high school.
2. Developing English material for Islamic junior high school.

#### **D. Benefits of the study**

The writer hopes that her research on English textbook can give some benefits.

##### **1. Theoretical Benefits**

Theoretically, this research probably gives inputs in designing English textbook especially for those who design task that develop students English skill. This research may also be used as reference for those who want to conduct a research related to learning tasks in English textbook for Islamic junior high school.

##### **2. Practical Benefits**

Practically, this research may be used as references for the teacher and taskbook writer to understand the material sufficiency of English taskbook that develop for islamic school. It is also as a source for English teacher to identify some learning tasks in which they need to develop students English skill. The research may give input for taskbook writer to write English taskbook which enables students to develop all components of English skill. In addition, this research may give contribution for another researcher to do research which develops islamic characteristic.

#### **E. Definition of Key Terms**

In this case, in order the readers do not misinterpretation of what the writers means, the researcher would like to explain the definition of key terms as follows:

##### **1. ESP**

English for specific purpose is a branch of English as a foreign language (EFL)/English as a Second Language (ESL).

Therefore, the parts covered by ESP are narrower than General English. Typically, ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace (Basturkmen, 2006 :6 )

2. Material development.

Material development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake : in order words the supplying of information about and or experience of the language in way designed to promote language learning.

3. Textbook

Textbook means an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context

4. Islamic characteristic

Islamic character is principles, fundamentals and etiquette it is based on submission and adherence to the teachings of Islam, in obedience to Allah and His Messenger.