

CHAPTER 1

INTRODUCTION

This chapter consists of background on the study, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

1.1 Background Of the Study

In this modern era, curriculum has a vital part in teaching and learning process because Conceptually Curriculum is an education respond to the necessary of society in guiding its new generation (BSNP 2006, 1). Pedagogical Curriculum is an education sketch which gives opportunity to the students to develop their potential in a pleasant condition based on their ability to get the best quality. The curriculum is one of the tools to achieve educational goals, and once used as a guide in the implementation of the teaching and learning process in various types and levels of schools. Curriculum into basic philosophical outlook on life and a mirror of a nation, will be directed where and how to shape the life of this nation in the future, it is determined and depicted in an educational curriculum. Curriculum should be dynamic and constantly evolving to fit the various developments in the world community and must be set in accordance with the expected result.

Language is social communications tool (BSNP 2006, 1). Man can declared idea and feeling with language, and also by using language, people are able to

state their life need to their society. Therefore, language education generally is also learning to communicate. Language has central role in developing student's intellectual, social and emotion. Language is also as a guide key in achieving mastery of all study fields. Considered with the function of language, which is not only as a subject of study, so that the language curriculum for the junior school should prepare the students to achieve the competence that makes students are able to reflect either their own experience or the others, express their ideas and feelings, and also understand any kinds nuance of meanings. Language is expected to help the students recognizing themselves, their own culture and the other cultures, expressing their ideas and feelings, participating in society using in particular language, making responsible-decision in individual and social context, finding and exploiting their analytic and imaginative abilities.

The changing of many curriculums in education before is expected to improve our nation education becomes more competence and better quality, either for students or teachers as the main personals in education process. So, the application of curriculum KTSP that most expectation of its concept for improving our national education quality in order to reach the real education result can be tasted by the students in particular and all people in general, Studying from the lack of curriculum before.

The important of language, especially English has made government place language as a subject of matter of every school. Therefore, English has been seriously cared, indeed in the term of revising curriculum. As mentioned above,

the mostly used curriculum has been standardized in teaching and learning in Indonesia.

Beside curriculum, education needs teacher as the doer of written curriculum to be applied in classroom as action curriculum. So that, there is no specific advantages for the best concept of curriculum when the teachers do not do also. Teacher has important role for reaching and successful of education. Therefore, teachers always look for some alternatives and strategy how to teach well and students can respond them well too. For supporting this one, teacher needs book as guide what the teacher must do in doing the actual curriculum in order that teacher easily transfer knowledge (lesson) toward students appropriate to standardized curriculum through the book she/he chooses in teaching learning process. Of course the book is not an absolute thing for being done as written, it also depends on teachers development of materials goes with student need.

It is known well that in every teaching and learning process we need reference books to support the process running well. A good book should contain of materials fitted with the current curriculum and also student need. Because it is useless to use a book that does not appropriate with the curriculum and student need. Furthermore, a book is as a way of teaching, the guider for teacher and students' helper. So, the selection materials are the most important one that teacher has to make, because these materials give any function, as a tools of learning and also expressing the aims, values and methods of particular teaching and learning process.

Generally, there are two kinds of books. They are handbook and workbook. Handbook is a kind of book contains of materials theory, and Workbook is a kind of book contains of works; questions and also paper sheet, and there is also a little material as a theory review and refer to the work. Both of the books must link to the current curriculum and suitable with the students' needs and demands. Later is used to know the students understand about the lesson given the language ability, and the individual work in class or at home.

Workbook is given as a measurement hoe far the students have understood toward the lesson. Besides, workbook is the most practice used in every teaching and learning in classroom than a handbook because there are some reasons for closing workbook as the suggested book, for instate; the workbook saves time. The clear instructions and systematic questions will make fast students response. Besides that, workbook provides material for individual instruction. Workbook provides a practical means of supplementing group instruction with the individual instruction. In addition, workbook saves the teachers' time. The arranged tasks and time will make the teachers manage the class easier. Therefore, many schools like to use workbook in teaching and learning some material subjects, includes English.

Those, the English workbook must link with the current curriculum in order to perform such activity or instructional material as expected by the prevailing curriculum. But, maybe the workbook that available for students not always link with the curriculum. Therefore, the researcher would analyze an

English workbook TALENTHA that used in teaching and learning English for junior high school.

The researcher chooses TALENTHA, an English workbook, to be analyzed in this research because it is used in more than one school. The researcher would like to analyses its content. The English workbook TALENTHA is used in teaching and learning English for junior high school, therefore the choosing of this book as main object in this research would be useful so much. Because is bringing information and advantages for many people, teacher and students which use TALENTHA as their workbook in studying English.

Based on the explanation above, this research is given title “A CONTENT ANALYSYS OF THE ENGLISH WORKBOOK TALENTHA USED IN TEACHING ENGLISH IN SEVENTH GRADE of JUNIOR HIGH SCHOOL ACADEMIC YEAR 2013/2014”.

1.2 Statement of Research Problems

Based on the background of the study above, the writer finds some problems of study as follows:

- How is the appropriateness of instructional material stated in TALENTHA compared to the targeted indicators stated in prevailing curriculum for seventh grade of junior high school?

1.3 Objective of the Research

Considered with the problem of the study, the writer wants to know:

- The appropriateness of instructional material stated in TALENTHA compared to the targeted indicators stated in prevailing curriculum for seventh grade of junior high school.

1.4 Significance of the Research

The result of this is expected to have many uses, either theoretically or practically as follows:

1. For school in particular and English teacher in general, they will take this research as consideration in planning the English materials or in choosing English workbook.
2. The next researcher will take this as a reference to develop this research.
3. For teachers this research will be useful so much in improving their creativeness in teaching and learning English, especially in the implementation of curriculum and such instructional materials in the book.
4. Use for the English workbook users in general, or the teachers and students in general

1.5 Scope and Limitation of the Research

The researcher limits the scope of this study to make easier in solving the problems of study. Thus, this study focuses on the discussion of instructional material analysis appears in the English workbook TALENTHA competency in English for seventh grade of junior high school.

1.6 Definition of Key Terms

To avoid misunderstanding about the meaning of the reseach, the writer gives definition of key term:

a) Content Analysis

Content analysis is an analysis of the book itself, which includes of analysis of instructional material stated in the English workbook Competency in English TALENTHA compared to the targeted indicators stated in curriculum.

b) Competency in English TALENTHA English workbook

In this research, TALENTHA English workbook means an English workbook by title competency in English TALENTHA for seventh grade junior high school.