CHAPTER I
INTRODUCTION

A. Background of the Study

Language plays a very important role as a means of communication. As we can see that the great advances in communication has brought the value of world languages, especially English, as an international language for international communication. As an international language, English has become a very important language in the world. It is no wondered, in this globalization era, English is used as a tool of communication in global networks and it connects people around the world.

In Indonesia, English is a foreign language. Realizing the importance of English, the Indonesian government has English as one of the local content subjects in kindergarten and elementary school and as a compulsory subject in junior high school up to the end of senior high school. Many universities in Indonesia also have English as a requirement for graduation regardless the majors the students are taking.

Referring to the trend of global advance, the Ministry of National Education has made it very clear that English in school is aimed at providing school graduates with life skills in the sense that they are expected to activate the required competence to obtain the communication skills. As stated by Agustien that theoretically the required competence for language communication is called

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communicative competence.[1] It also means that the goal of the language teaching itself is to develop the communicative competence.

The Ministry of Education states that competency based curriculum is a standard set of education program which can facilitate the students to achieve the competencies in all sectors of life. The competency is defined as discourse competence. It means that the competence is aimed to make the students more comunicative.

The curriculum in Indonesian school is school-based curriculum; it means an operational curriculum which is conducted, developed, and implemented by each education unit(school).The school-based curriculum provides opportunity to every school to manage, to create and to treat its management and academic activity. Each education unit has been given a freedom to develop the curriculum based on their need.

In relation to language, speaking is very important in daily communication. According to Chenfeld speaking is an essential skill to be successful in communication and everyday living society.[2] It means that speaking is an important skill that should be mastered by student. We do communicate through speaking to gain much more information. Speaking can stimulate the students' competence to use the language in real situations. Moreover, in

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[1] Agustien, Helena I.R, *English Curriculum in A Nutshell. Presented at 50th Anniversary of the English Departement,* (Universitas Negeri malang : 2 October 2004), p. 1

[2] Chenfeld, *Teaching Language Arts Creatively*, (New York : Harcourt Brace Jovanovich, 1978), p.141

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globalization era, speaking English is becoming more and more important as it is used among people who live in different places and have different cultures to share ideas and bring them into relationship with their environment.

Considering the importance of speaking skill for students, the use of the textbook is one of the important factors in teaching and learning process. A textbook in the context of teaching and learning process is inspirable with many other components of the teaching and learning process. Textbook is very important in teaching and learning activity because it is usually used as the main source of guidance for the students and teachers. It is also a means to motivate the students to pursue language study by offering glimpses of exotic situation in its illustration. It is supported by Tarigan and Tarigan that textbook is important and functional book for students in school.[3] One thing that the teachers have to consider in selecting textbook is that it has to be relevant and supports the implementation of the English curriculum or competency-based curriculum.

Not all teachers are really careful in selecting the textbook used in the classroom. They may choose a textbook because the government has suggested it or because it is easy to find. Textbook as one of the teaching materials, will determine the major part of the teaching. Selecting what kind of the textbook should be used and which suits to the curriculum is what every teacher has to face. As stated by Tarigan and Tarigan that textbook has to be selected because it

[3] Tarigan, H.G and Tarigan, Djago, *Telaah Buku Teks bahasa Indonesia,* (Bandung : Angkasa Raya, 1990), p.95

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has an important role in supporting English teaching and learning activity. [4] They also wrote that without using a textbook, it is difficult for English teachers to teach and transfer the materials to the students in the classroom.

Considering the important role of the textbook in the success of the teaching and learning process, evaluation of textbook should be done carefully, so that the teacher can see whether the material is more or less appropriate for the students. A teacher can evaluate a textbook from many different points of view. He may check the physical condition of the textbook, the content, and also the quality of the materials available in the textbook.

Based on the explanation above, this study is conducted to investigate and observe the speaking materials in one of English textbooks for the second year of senior high school. Agustien states that senior high school graduates are expected to be able to access the accumulated knowledge because they are expected to communicate for academic purposes.[5] So, the students of senior high school must be provided with speaking ability to face the global era. That is why the speaking materials will push the student to learn to speak to share their ideas and practice to say something in their environment.

Recently, by *Peraturan Pemerintah Nomor 19/2005*, our educational system has launched *"Kurikulum Tingkat Satuan Pendidikan (KTSP) and Standar 131 (SI) 2006"*. *KTSP* is a school based curriculum; it means an operational

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[4] Ibid, p.98
[5] Agustien, Helena I.R, op.cit., p. 137

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curriculum which is conducted, developed, and implemented by each education unit (school). The school Based Curriculum provides opportunity to every school to manage, to create and treat its management and academic activity. Each education unit has been given a freedom to develop their curriculum based on their need. As stated by the Ministry of National Education, Bambang Sudibyo, each educations unit is able to accommodate their territory needs into the curriculum.

The school Based Curriculum is arranged as an operational curriculum at school based on *Standar Isi (SI)* and *Standar Kompetensi Lulusan 2006. Standar Isi* (*Standard of Content*) is a minimum target of materials that have to be mastered by the students to reach the *Standar Kompetensi Lulusan* (Graduation of Competence Standard). *Standar Isi* consists of a scope of materials and competence level which are broken down into *Standar Kompetensi* or SK (competences standard) and *Kompetensi Dasar* or KD (basic competences). The competences are defined as discourse competence. It means that the competence is aimed to make the students more communicative. The literacy approach is also used to measure the speaking and writing skills are emphasized in this. new curriculum.

However, not all of the English textbooks are qualified for English teaching, especially in speaking skill. Because of that the teachers have to be selective in choosing textbook which provides good speaking materials which can encourage students to speak up in the class and should also be fit to the

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curriculum. The textbook should also provide speaking materials which are suggested in Standar Isi 2006.

The launching of the *Standar Isi 2006* encourages the writers and publishers to publish textbooks in order to meet the needs of both teachers and students for such textbook. However, selecting a textbook is not easy; this is a big job for teachers. They should know which book is appropriate for their students and in line with the teaching objectives. A good textbook has to be relevant and supports the implementation of the curriculum. Besides, the selected textbook has to be appropriate to *Standar Isi 2006*, because the principles of creating a textbook are taken from the curriculum used (Jamilah, 2005).

After reading and studying the previous studies mentioned above, this study is conducted to investigate and examine the speaking materials of the second year senior high school students entitled " *Look A Head 2* ". This study is intended to find out how the speaking materials of the textbook are presented, the fulfillment of the criteria of good speaking materials, and the relevancy with *Standar Isi 2006*. The researcher interested in investigating those problems because the speaking skill has become the one of the objective of the curriculum, it is a need to teach and learn English speaking effectively so that the teaching objective can be reach. In order to do that, speaking materials are needed to improve the speaking ability of the students. The English textbook for Senior High School students published by *Erlangga* is analyzed. The title of the textbook is *Look A Head 2* and it is for the eleventh grade of Senior High School Students.

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It is chosen because the textbook is deluging in the market in Surabaya and printed *"Based on Standar Isi 2006"* on its cover.

B. Statement of the Problems

Referring to the background of the study the research problems in this study are formulated as follows:

1. Are the speaking materials of "Look Ahead 2" textbook relevant to English curriculum?
2. Do the speaking materials of "Look Ahead 2" textbook fulfill the criteria of good speaking material?

C. Objective of the Study

Based on the problem above. this study is intended to:

1. To figure out whether the speaking materials in the textbook "Look Ahead 2" are relevant to the English curriculum.
2. To figure out whether the speaking materials of "Look Ahead 2" textbook fulfill the criteria of good speaking material.

D. Significance of the Study

This study is carried out to observe speaking materials found in the "Look Ahead 2". Conducting the study, the researcher hopes that the result of the study can be useful for English teachers of senior high school. It can help them in

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selecting and choosing whether the textbook recommended is appropriate to be used or not.

Further, the result of the study can be used as an advice to develop the textbook more perfectly for the writers and the editors of the textbook.

E. Scope and Limitation of the Study

This study is limited to the analysis of "Look Ahead 2" textbook for second senior high school student published by Erlangga. The study focuses on the relevance of the speaking materials of in the textbook to the Indonesian National English curriculum for senior high school.

F. Definition of Key Term

To avoid any possible ambiguity, some definitions of key terms used in this study are presented as follows.

1. Relevance

   The term relevance is connected with the degree of suitability between the materials in the textbook with the criteria of Indonesian English curriculum for senior high school.

2. Speaking materials

   Speaking materials are all the English speaking materials in "Look Ahead 2" textbook published by Erlangga.

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3. Textbook

   Textbook is an instructional material used as the guideline in the teaching and learning process and also used for learning a subject.

4. English curriculum

   English curriculum in this study is focused on the standard and basic competence of english speaking materials in national english curriculum for senior high school .

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