

CHAPTER I

INTRODUCTION

A. Background of the study

A common equipment in teaching English as foreign language is course book. An English course book has an important role in teaching English as the foreign language. For students, course book can make them easier to understand and enjoy the material.¹ For teachers, using course book in learning activities can facilitate them in trying to engage students with the subject they are going to deal with.² For both teachers and students, course book helps providing them with the map to look what have been done in the lesson.

As teachers, we need to be able to develop or select suitable course book or supporting material for students³. In designing course book, teacher has to design materials which are appropriate with students' need. Moreover, some research mentions that the criteria of good course book is giving cohesion to the language activity and learning process with the direction, supporting materials for the classroom activity⁴.

¹ Cunningsworth Alan, *choosing your coursebook*, (Cambridge : Cambridge University Press), 1995.

² Harmer J. *How to teach English*. London and New York : Longman Inc .2007

³ Tomlison, Brian *developing materials for language learning and teaching* , (Cambridge : Cambridge University Press) 2012.

⁴ *Ibid*

Since July 2013, the ministry of Education and Culture in Indonesia has implemented a new curriculum named curriculum 2013 (K13). In this curriculum, there are 3 aspects that have to be taught by teacher; affective, cognitive and psychomotor skills. Based on standard point of this curriculum, the course book is included as one of the aspects of standard quality, those are: Contents of the Standards of Education, specifically Content Standard, Standard Process, Graduates Competency Standards, Educators and Administration Standards, Infrastructure Standards, Management Standards, Financial Standards and evaluation standard.⁵ Related for those decisions of ministry education on curriculum 2013 (K13), it can be concluded that the use of course book should have content validity, a systematic content, language use and appropriate graphic design.

Based on those reasons, as a department that is trains the candidates of English teacher English education department at UIN SUNAN AMPEL SURABAYA designs on class named IMALT. This class is expected to trains students in developing materials. As the final project of this class, the students have to design a course book for (VII) seventh grader that is relevant with the curriculum 2013 (K13). The students of IMALT class have to be able in designing course book that relevant with curriculum 2013 (K13)⁶.

⁵ Peraturan Menteri Pendidikan dan Kebudayaan Pemerintah Indonesia, Permendikbud., *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 32 tahun 2013*. (Jakarta: Permendikbud, 2013), 1

⁶ Interview with the lecturer in IMALT class

Before give course book to the students, we should evaluate the course book. From evaluating course books, we can find the suitable course book for our students' need and relevance materials with the core competences and basic competences in the curriculum. From the previous study there was found some book that did not relevance with the curriculum:

1. In *Sejara Kebudayaan Islam* book for VII grader published by Kementerian Agama RI was found incorrect word. In page number 25 printed "Allah Saw" that should be "Allah Swt". In page number 11 mention that the wife of prophet Ibrahim is Siti Hawa, in the fact, the wife of prophet Ibrahim AS is Siti Hajar.
2. In Hanik Sulistyowati S.Pd found that core competence one (KI-1) in the first chapter in science book for VII grader is not included.

The reasons above motivated the researcher to evaluate the worthiness of English course book designed by student in IMALT class in UIN Sunan Ampel Surabaya.

In this research, the researcher is expected to analyze course book design by student in IMALT class. The purpose of this research is to find out whether the course book designed by student in IMALT class is relevant with K13 or not, find out the weakness of the speaking materials in course book, and to helps the teacher to evaluate the materials that want to teach to the student.

To be specific in content analysis research, the researcher only focuses on analyzing in one language skill that is speaking. The researcher focuses in analyzing the speaking since it is an essential tool in communication, it shares the information directly from speaker to listener, and it is important in shaping, modifying, extending, and organizing thought between them.

B. Research question

Based on the background which is explained above, the researcher formulates the research question bellow:

1. Are the speaking materials in course book designed by student in IMALT class in English teacher training department in UIN SUNAN AMPEL SURABAYA relevant with K13?

C. Objective of the research

Based on the problem which is explained above, the researcher formulated the objective of the research bellow:

1. To know the quality of speaking materials in course book designed by student in IMALT class in English teacher training department in UIN SUNAN AMPEL SURABAYA.

D. Significance of the study

1. For lecturer

It is expected to give feed back to the lecturer that teaching student in developing speaking materials,

2. For student

It is expected to give feedback and to improve student ability in developing course book.

3. For the teacher

For English teachers the result of the study could provide helpful information in selecting and evaluating good course book before making decision to use it in classroom practices.

4. For the publisher

the result of the study might help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, the language correctness and appropriateness, and layout of the books.

5. For future research

For other researchers, the research could give general knowledge of how to evaluate textbooks or other forms of English instructional materials. The research also could be used as the foundation for the next research.

E. Scope and limitation

The scope of this research focuses on speaking materials in course book designed by student in IMALT class. The author limits this research only on the speaking materials based on rubric to know the speaking materials in course book designed by student in IMALT with K13 is relevant or not.

The subject of this study is the students of English Teacher Department who have taken IMALT class. There are two classes provided by English Teacher Department. Based on the recommendation from Mrs. Riska Safriani as the head of English Education Department, The researcher chooses the class who has taught by Afida Safriani, M. A.

F. Definition of Key Terms

1. Content Analysis

Content or document analysis focuses on characteristics of material. It means that a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents⁷. In this research, content analysis means an evaluation materials which is expect to found the quality of the course book.

2. Relevant

Here relevant means, that speaking materials content in the course book is suitable with the standard of the curriculum 2013 and the design of the course book is appropriate with the rubric is used by the researcher in analyzing this research. The course book will be categorized as relevant

⁷ Donald Ary, et.al., Introduction to Research in Education (Canada: Wadsworth, Cengage Learning, 2010, 2006), 457

with curriculum 2013 when the percentage of relevant aspect in the course book with curriculum 2013 is above 70%.

3. Speaking Materials

Here, speaking means the product that developed by student in IMALT class as the final project. Speaking is one skill that have to be achieved by student for communication. This research is expected to measure the quality of speaking materials.

4. Course Book

In education, a cousebook is part of the continuity of education. With coursebooks, the implementation of education can be more smooth. Teachers can manage learning activities effectively and efficiently trough the means of coursebooks. Students also can track on learning activities maximally by means of a course. Coursebooks constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives⁸. Here, course book means the product of student in IMALT class in class B as final project that would be main object of this research.

⁸ Alan Cunningsworth, chosing your coursebook, (cambridge : Cambridge University Press), 1995.