CHAPTER I

INTRODUCTION

A. Background of Study

English is a language that becomes an international language all over the world. Being able to communicate in English is the forefront necessity nowadays. By using English, people may have a better chance of career development, gain access to information and technology, acquire knowledge for study purposes, and travel and survive in English speaking countries. In other words, mastering English gives people access to lots of things that may improve their quality of life.

Brumfit (1980) states that all living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Therefore, it is necessary for people to be able to communicate fluently especially in English, students are no exception. Many governments and ministries of education believe that it is important for students to learn English, because it is important for international communication that gives us possibilities to get a lot of information, for example, in the area of business, finance, science, medicine, and technology. Students who become fluent in English can have the opportunity to continue to the development of their country.

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 Indonesian 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 curriculum.

Cunningsworth (1995) states that textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner needs. In other word, a text book means a created material design as materials the learner’s knowledge and experience. Textbook also can be defined as a book prepared for school is students in teaching learning process good textbooks should be relevant with the curriculum. It also can support the implementation of curriculum.

The implementation of curriculum in teaching English also considers the use of English textbook. Buchingham (1958) in Tarigan states that a textbook as a learning material commonly used at schools and universities to support the teaching program. It means that a textbook is arranged by an expert in certain studies as a learning material used at schools and universities to support the teaching program. So the researcher think the function of textbook is very important.

Greene and Petty (1971) in Tarigan have made the way to arrange the textbook with 10 criteria. Good textbook have certain qualities, they are: The textbook must be interested and attractive toward the learners, so they will be interested in using textbooks; The textbook must be able to motivate the learners; The certain of textbook must be illustrative; The textbook should consider the linguistic aspect. So, it will be suitable with the learners’ ability; The certain of
textbook must be related to the other branch of science; The textbook must stimulate the personal activity of the learners; The certain of textbook must be clear in written to avoid the children to be confused in using textbook; The textbook must have the clear point of view because it will be the learners point of view; The textbook must be able to give the balance and emphasized on the value of the learners; The textbook must be able to respect to the differences of the individual.

According to Nurhadi (2004: 215) the content of textbook not only consists of the materials that have to be read by the students, but also the learning scenario. The textbook minimally consists of: Standard of competency that will be achieved along with its indicator; Introduction about the importance of mastering the competency in the real context; Materials that support the achievement of competency; Some activities that should be done by the students; Evaluating the activities and the achievement of standard competency; The product resulted.

Brumfit (1980) states in fact, all our vast array of language use can be classified into many different categories related to the situation and purpose of communication. For a foreign learner, it might sometimes be more important to achieve this kind of communicative competence than to achieve a formal linguisticcorrectness. In 2006 curriculum used in Indonesia was School-based Curriculum. It was a curriculum having main concern on the mastery of the competency by students. This curriculum is based on the communicative competence at all situations and conditions. In the School-based Curriculum, the existence of communicative exercises is very important. It helps not only the

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teacher to teach English communicatively but also the students to practice their
communicative competence with their friends and teacher. Besides that, it can be
used as the instrument to build the language skills competence.

Based on the statements above the researcher wants to analyze the content
material coverage of the English textbook used at the second year of Junior High
School. The general question of this study are: Does the English textbook meet
the requirements of a good EFL textbook? What communicative exercises are
developed in the English textbook?

At present, there are many English textbooks that have been published,
either by local publishers or foreign publishers. When a new curriculum is issued
by the government, there must be lots of new English textbooks based on the new
curriculum in the market. Teachers also prefer to use the textbooks with the new
curriculum because the goal of the study will be based on the new curriculum too.

A countless number of English textbooks are available on the market. The
eye can easily be deceived by colorful covers, a beautiful layout and attractive
artwork. As an inexperienced teacher it can be particularly difficult to know what
to look for in an English textbook. The decision to purchase a textbook should
therefore be carefully considered. The content of English textbooks influences
what teachers teach and learners learn. If the textbook is too advanced or too
simple for the students the teacher will certainly be faced with problems. The
content of the textbook might not be of the kind that students can relate to.
According to the explanation previously, the researcher tries to analyze and interpret it under title THE ANALYSIS OF ENGLISH TEXTBOOK “REAL TIME” USED AT THE SECOND YEAR OF JUNIOR HIGH SCHOOL.

B. Statement of the Problem

Based on the background of the study above, the researcher plans to analyze the English textbook used at the second year of Junior High School. The general question of this study is: “Is the content of English material coverage of Real Time already in line with the latest syllabus suggested?” The main problem is formulated into two sub-problems as follows:

1. Does the English textbook meet the requirements of a good EFL textbook?
2. What communicative exercises are developed in the English textbook?

C. Objective of Study

In line with what has been stated in the statement of the problems, the objectives of study are as follows:

1. To describe the suitability of the English textbook to the requirements of a good EFL textbook.
2. To find out type of communicative exercises developed on the English textbook.

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D. The Scope & Limitation of the Study

The scope of this study is limited to the analysis of English textbook based on three criteria, they are;

1. The textbook to be analyzed is Real Time published by Erlangga.

2. It used for the second year of Junior High School, and

3. The communicative exercises within the textbook just focus on the even semester in that level. Moreover, the scope to be paid attention in this study is the agreement between the communicative exercises coverage in the Real Time with the order of material stated in the latest English syllabus.