

# CHAPTER I

## INTRODUCTION

This chapter explains the Background of the Study, the Reason for Choosing the Topic, the Research Questions, the Objectives of the Study, the Limitation of the Study, the Significances of the Study, and the Outline of the Study.

### **1.1. Background of the Study**

Education is one of the important things for human life. It makes people learn many things to make them literate and learn about their culture. According to Tirtarahardja (2005) in Jubirman (2015), education is a process of culture inheritance from previous generation to the next generation. Culture is important things to be protected because it is the characteristics of a nation. The influence of foreign culture cannot be avoided in this modern era. Hence, education has an important role in protecting culture existence.

Education is a formation process of characteristics of human itself. They learn since they were born until they become an adult. No matter they have become an adult; they must increase their skill to enable them facing the globalization era.

One of the endeavors of the government to make education in Indonesia better is by changing the curriculum of *KTSP (Kurikulum Tingkat Satuan Pendidikan)* to the 2013 curriculum. According to Beauchamp (1975) in Sukmadinata (2006), a curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their

enrollment in given school. A curriculum always changes following the progression era.

According to Bruner (1966) in Slameto (2003), curriculum must change in order that students can learn many things in easy way. It is used either in school or in college to make teaching learning process attain the objectives. It has an important part in education development that is to make the development run well. The 2013 curriculum as the transformation of *KTSP* focuses on competence development of knowledge, skills, and attitudes in a holistic manner (*Kemendikbud*, 2014). It is aimed to make education better and to make the students capable to compete with others in the globalization era without forgetting their own culture.

In *KTSP* the students do not find the materials by themselves but the teachers do. The 2013 curriculum forces the pupils to look for the materials by themselves and the teachers must teach in *PAIKEM* (*Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan*) model. It means that they must teach actively, innovatively, creatively, effectively, and joyfully.

In 2013 curriculum, the students have an opportunity to develop their ability through looking for the materials by themselves. It force them to be an active students. In the other hand, it makes them know many things because they can look for the material from many source. In addition, They must have a guidance to facilitate them to learn.

To make the curriculum better, the tools must support it. All of them must be available to attain the aim of the study itself. There are many things that can support learning activities, such as magazine, television, radio, and book. Book is

one of the important things as a source of learning. People know many things by reading a lot of books. It is a machine of change, window of the world or gabare that stakes in the ocean of the time. According to Tuchman (1989) in Jubirman (2015), book is a shoulder of civilization. Without a book, a certain history does not have story. The history will become silent; literature becomes quiet; science becomes paralyzed; and thought gets stuck.

A book has an important part in education. It is the one of communication media between a teacher and students. It is used at school as a source of learning to help them know about what they have to learn and guide the teacher to teach them. It can guide them learn everything. To support the 2013 curriculum, the government creates an English textbook entitled “*Bahasa Inggris*” for *SMA/ MA, SMK/ MAK* in the tenth grade students of the odd semester. The textbook was published by *Kemendikbud* in 2014. It has been debated by people because it considers unavailable for the students. The education observer found the weaknesses of the textbook, it can make the objective of teaching learning process get obstacle to attain the objectives.

Based on that case, the research must be conducted to increase the quality of the textbook. Then, the researcher decided to have a descriptive research entitled “The Content Analysis of English Textbook Used by the Tenth Graders of *SMA Negeri 2 Semarang* in the Academic Year of 2016/2017”. The researcher wanted to describe and to analyze the content of the textbook and the suitability of the textbook with the syllabus.

## 1.2. Reason for Choosing the Topic

Considering the importance of a book as a communication media and as a tool of transferring knowledge to the students, the researcher would like to conduct a research entitled “The Content Analysis of English Textbook Used by the Tenth Graders of *SMA Negeri 2 Semarang* in the Academic Year of 2016/2017”.

The reason why the researcher chose this topic is because there are some cases in the 2013 curriculum that become the big issues of education in Indonesia. One of the education problems is about the textbook entitled “*Bahasa Inggris*” that was published by *Kemendikbud* in 2014. It is used by the tenth grade students in the odd semester as a reference for them to learn English. Hence, the researcher chose this topic to conduct the research.

## 1.3. Research Questions

Based on the background above, this research try to answer the following problems:

1. Does the “*Bahasa Inggris*” textbook for the tenth grade students in the odd semester that was published by *Kemendikbud* match with the syllabus of the tenth grade students in the 2013 curriculum?
2. How much percentage of the completeness and the suitability of materials order of English textbook for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014 with the syllabus of the 2013 curriculum?

3. How much percentage concept and picture illustration suitability of the English textbook material entitled “*Bahasa Inggris*” for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014?

#### **1.4. Objective of the Study**

As the statement of the problem has indicated, the objectives of this study are as follows:

1. To describe the compatibility of the 2013 curriculum textbook which entitled “*Bahasa Inggris*” for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014 with the syllabus for the tenth grade students in the 2013 curriculum.
2. To describe the percentage the suitability of the completeness and the suitability of the materials order of English textbook for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014 with the syllabus of the 2013 curriculum.
3. To analyze the percentage concept suitability and picture illustration suitability of the English textbook material entitled “*Bahasa Inggris*” for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014.

#### **1.5. Limitation of the Study**

In this study, the researcher limits the study on the analysis of the “*Bahasa Inggris*” textbook for *SMA/ MA*, *SMK/ MAK* of tenth grade students on the 2013 curriculum that was published by *Kemendikbud* in 2014.

This research is focused on the material order, the material completeness, the concept consistency, and the pictures illustration of the English textbook entitled “*Bahasa Inggris*” book for the tenth grade students in the odd semester that was published by *Kemendikbud* in 2014 with the syllabus of 2013 curriculum. This researcher also limits the study on the suitability of the textbook with the syllabus.

### **1.6. Significances of the Study**

Remembering the importance of the book as a source of learning and knowledge development, the researcher hopes that the research will give many benefits. The significances of the study are as follows:

a. Writer

The result of the research is expected to enrich the knowledge of the writer and gives input to her in analyzing and choosing the best book for the students in the future.

b. English teachers

This research is expected to give input for the teachers to choose the best book in teaching. In other hand, the writer hopes that this research can help the teacher to prepare good materials that they will use to teach.

c. Students

This research is expected to give guidance for students in learning English material that served on the “*Bahasa Inggris*” textbook for *SMA/ MA, SMK/MAK* in the odd semester of tenth grade students that was published by *Kemendikbud* in 2014.

### **1.7. Outline of the Study**

This study is divided into five chapters that facilitate the readers in understanding the topic.

Chapter I consists of the background of the study, the reason for choosing the topic, the research questions, the objectives of the study, the limitation of the study, the significances of the study, and the outline of the study.

Chapter II consists of review of related literature. This chapter talks about the literature as sources of the study. They are curriculum, syllabus, textbook, book analysis, English textbook in Indonesia, and review of the previous studies.

Chapter III is about research methodology. This chapter talks about research design, source of the data, instruments of the study, procedure of data collection, procedure of the study, procedure of data analysis, and validity investigation.

Chapter IV is about the research finding and discussion. It consists of research finding, analysis of interviews, and the discussion of this research.

Chapter V is about conclusion and suggestion. It consists of conclusion and suggestion.