

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher will explain about the background of the study, the limitation of the study, the statement of the problem, the purpose of the study, the significance of the study, and the definition of key terms.

### **A. Background of the Study**

Textbook is one of the most important elements in the teaching learning process, because textbooks can present a variety of materials that will be taught. In addition, textbooks also support the teaching and learning process to be going regularly and effectively. Without textbooks, teaching and learning process will not go smoothly and effectively as what Brown (1994: 143) state that the presence of a textbook is necessary to support teaching and learning process. It means that the presence of textbooks can facilitate students to follow the learning process.

Currently, there are varieties of textbooks published to fulfill the student's requirement in the learning process. However, not all publisher textbook fulfilled the learning needs. The task of the teacher is to select a book that is suitable with teaching and learning goals. Selecting a good material to support the teaching and learning process has a great influence on the success of a teacher when implementing the learning process (Brown, 1994:145). Besides, when the teacher had to choose the appropriate textbook, teacher also had to know about the curriculum since the curriculum is one of the main sources that are useful for teachers to know the standards of competence, basic competence, learning materials, learning activities, indicators, and time allocation.

In the real class, there are many teachers who use a variety of textbooks in the teaching and learning process but whether the textbooks are accordance with the curriculum or not is still in big question. Teacher believes that a good textbook is a textbook based to the curriculum. Curriculum is very important in teaching learning process as a guidance for teacher or educator in order to be able to deliver their materials for students in teaching and learning process.

Therefore, teacher still be the one of the most important roles that can influence students in the teaching and learning process (Idi, 2011: 207).

Nowadays, the government has applied the 2013 Curriculum. It is an operational curriculum which is formed and practiced by each school in Indonesia. The 2013 curriculum was actually a revised version of School- based curriculum. School-based curriculum are implemented based on the philosophy that every school in Indonesia deserves to manage its own competency based on its teachers' and learners' competency and local potential sources.

2013 curriculum is arranged and developed by seeing the potential students, the developing of era, and the students' needs. 2013 curriculum offers some models of teaching. The government gives special approach in 2013 curriculum that is called scientific approach (Permendikbud, 2013: 814). Formerly, the responsibility of the curriculum was only outlining the content standard and competencies that must be achieved by learners, while its implementation of the curriculum and the syllabus were on the hand of the school management. In reality, the communication practices and interaction patterns in the English classrooms are expected to stimulate learners to be well mannered, tolerant, appreciative, confident, creative, and critical individuals through proper communication activities both spoken and written. These should be actualized in the purposes of communication covering interpersonal and transactional. Using the same philosophy, applying the same responsibility and implementing the same communication practices, 2013 curriculum added one more purpose of communication, that is presentational purpose in which learners do not only use language only to socialize and to get things done, but also to inform a piece of knowledge.

Since Indonesian government has used 2013 curriculum as the main system of education in this country, educators had to be more focus on communicative competence. In 2013 curriculum, communicative competence is the important aspect that student had to learn.

In the learning process, there are some media, models, and techniques to teach student with communicative aspects. In

Indonesia itself, many teachers are still textbook-based to teach their students. Based on observations and interviews some teachers on some schools, it was found that many teachers usually asked their students to read the textbook, and if there are some difficulties to understanding the materials, the students can ask the teacher and the teacher will explain about it and give them the feedback. This can be a brain storming before starting the class. It means that before the class started, the students who has read the book will be more focused on the lesson. They will have some knowledge or imagination about what they will learn that day, and then the teacher can start the class with the students who are ready to catch the materials.

From the explanation before, textbook is considered one of the factors that can influence the successful teaching and learning process in the class. As we know, there are many factors that can influence the success of the teaching and learning process, such as good teacher, source for study, condition in the class, and so on and so forth. There are many sources that the teacher can use for teaching students in the class. Based on interviews on some teachers, the textbook still be the main source material that is used in teaching and learning process in the class. It can be great value in teaching, particularly to the beginner teachers. A textbook plays an important role in the teaching and learning process. This is the reason why most English teachers use textbook in their class. Textbooks are important resources for teaching both productive and receptive skills. It is not surprising that some teachers “use a textbook as the backbone of their courses” (Graves, 2000: 174). Many beginner teachers lack the experience and confidence to prepare their own materials and to rely on the textbook to ease their burden. Some teachers, experienced and inexperienced, simply follow what is presented in the textbook, while others supplement it by using materials from other textbooks or sources.

A good textbook can be an extremely valuable for English Language Teaching (ELT) device, especially in situation where interesting and motivating authentic materials are difficult to compile in an organized manner. There are some categories of a good book. First, the contents of the textbook should deal with the current

curriculum; it might be from the genre that should be available in the textbook. Besides that, the contents of the textbook also suitable for the level of study. Textbook include lexical density which is measure the proportion content words in a text. The second category is a textbook should have an interesting display because it can give motivation for readers to read the textbook. In addition, the language of the textbook should correct in context and situation. It means that the language does not enclose ambiguous, so the reader can understand easily.

Based on those explanations, the researcher would like to analyze "*When English Rings a Bell*" textbook for 7<sup>th</sup> grade of Junior High School published by Ministry of Education and Culture (Kemendikbud) because this textbook is the first textbook that the government used in some schools for students to learn English in school for the first time as main subject after the government has eliminated English subject from elementary level. That is why this textbook should be the best or the perfect textbook for students and must contains the students' needs. There are several reasons why the researcher chooses the book. Based on the interview with some English teacher in Surabaya, *When English Rings a Bell* textbook for 7<sup>th</sup> grade is the English textbooks that are used in some Junior High Schools on Surabaya. Second, the researcher wants to know, if this textbook has communicative competence in its content and it is important to know whether the content is appropriate with student's need.

## **B. Scope and Limitation of the Study**

Based on the background of the study that the researcher wanted to analyze *When English Rings a Bell* textbook for 7<sup>th</sup> grade of Junior High School by Ministry of Education and Culture (Kemendikbud), this research only focused on analyzing communicative competence aspects. The researcher limited this study on Hymes (1972); Canale and Swain's (1980) theories of communicative competence aspects, such as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

### **C. Statement of the Problem**

Based on the background of the study and the scope and limitations of the study that has been explained before, it can be stated that this research focusing on whether *When English Rings a Bell* (2017) textbook for 7<sup>th</sup> grade of Junior High School by Ministry of Education and Culture (Kemendikbud) fulfill the aspects of communicative competence (grammatical, sociolinguistic, discourse, and strategic competence) or not.

### **D. Purpose of the Study**

Based on the background of the study and the scope and limitation of the study that has been explained before, the researcher analyzed “*When English Rings a Bell*” (2017) textbook for 7<sup>th</sup> grade of Junior High School by Ministry of Education and Culture (Kemendikbud). The object of this research is to know that “*When English Rings a Bell*” textbook for 7<sup>th</sup> grade of Junior High School fulfills the communicative competence aspects with the perspective from Hymes (1972); Canale and Swain’s (1980) theories. Those communicative competence aspects by Hymes (1972); Canale and Swain (1980) are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

### **E. Significance of the Study**

The researcher has some expectation in conducting this research. Hopefully, this research gives a good contribution to other researchers. There are three added significance:

1. The readers can know the quality of the English textbook and the result of the study can give contribution to improve the quality of the English Textbook in communicative competence by Hymes (1972); Canale and Swain’s (1980) theories.
2. The teachers and the schools can be more selective to choose the textbook for their teaching and learning proses for their students.
3. The students can learn easier and implement the material of the textbook into their daily activities, because the textbook had the communicative competence.

4. The books authors can improve the quality of the textbook. The task and exercise section should contain the students' needs or requirements.

## **F. Definition of the Key Terms**

Based on the purpose of the study above, the researcher has made some notes about some points of the key terms of this research. The definition of the key terms of this study is about:

### **1. Textbook**

Textbook is a book that is used as a media to teach students in classroom. It also can say that textbooks are a major source of learning for achieving the basic competencies in teaching and learning process on school (Permendikbud No.8 Th. 2016).

### **2. Communicative Competence**

Communicative competence or communicative approach is a method to improve the communicative ability, making use of real-life situations that necessitate communication will be the consequence of this type of learning. Communicative competence also had some aspects to make it success in the teaching and learning process. The aspects of communicative competence had four components, there are:

#### **a. Grammatical competence**

Grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences.

#### **b. Sociolinguistic competence**

Sociolinguistic competence is the ability to use language that is appropriate to social context.

#### **c. Discourse competence**

Discourse competence is the logical connection of sentences in larger patterns for a meaningful discourse (spoken or written).

#### **d. Strategic competence**

Strategic competence is the ability to overcome difficulties when communication breakdowns occur.

The researcher analyzed grammatical, sociolinguistics, discourse, and strategic competence in the textbook based on the four components above by Hymes (1972); Canale and Swain (1980).

### **3. When English Rings a Bell**

When English Rings a Bell is a student English textbook for 7<sup>th</sup> Grade of Junior High School in most of school on Surabaya. It is written by Khatimah Y. R., Gunawan A., and Wachi S. (2016). This textbook published Pusat Kurikulum and Perbukuan, Balitbang, Kemendikbud. This textbook has 201 pages and consists of 8 chapters.