CHAPTER 1

INTRODUCTION

A. Background to the Research

Recently, the government takes the policy in order to improve the quality of education by providing Electronic Schoolbooks (BSE) or e-books. The Education National Standard Institution (BSNP) considered the textbooks as usable textbooks and are determined as textbooks which fulfill terms of properness to be used in learning process through the permendiknas (National Education Ministerial Regulation) No. 46 Year 2007, the permendiknas No. 12 Year 2008, the permendiknas No. 34 Year 2008, and the Permendiknas No. 41 Year 2008. The textbooks that are provided consist of the textbooks of subject that is examined in the Ujian Akhir Sekolah Berstandar Nasional or the UASBN and the Ujian Nasional or the UN. One of them is English.

English is a subject that is taught in schools from Elementary School to university levels. Therefore, the government through The Department of National Education provided English e-books for Elementary School School students, for Junior High School students, and Senior High School students. One of English e-books that are provided by The Department of National Education for Junior High School students is

"English in Focus", written by Wardiman, Jahur, and Djusma. The researcher focuses her research on this book.

Choosing textbook is an important thing. In learning English, the students are hoped to be interested in English subject and to think that English is not difficult but it is easy and interesting. The student's interest is closely related to textbook used by teacher. Textbook which is used must be interesting and relevant to the recent curriculum, the KTSP (School Level Curriculum). It also must be relevant to the goal of learning and the students' needs. It also must improve students' ability. Although the government claimed that the e-books had already passed the National Education Standard, the result of the evaluation is not published. Teachers who use the books may not know which aspects of the books is fully adapted or need to be improved.

The study of textbook has relation to the material, theme, sub theme, and curriculum. This research hopefully will find some characteristics of a good textbook, especially for students of Junior High School at grade seven as a step higher than Elementary School School.

The researcher chooses "English in Focus" as her field study for many reasons. Firstly, the textbook is claimed as a usable and proper textbook by the BSNP and determined as a textbook that fulfill terms of properness to be used in learning process through the Permendiknas. The textbook is also used in many favorite schools, for example in the SMPN 8 Bandung, in the SMPN 1 Cicalengka, and in the SMPN 3 Limbangan. The

SMPN 8 is one of favorite schools at in Bandung. The SMPN 1 Cicalengka also is one of favorite schools at Cicalengka. In addition, the SMPN 3 Limbangan is one of favorite schools at Limbangan. Such favorite schools in each its region use the textbooks. This fact attracts the researcher to analyze the textbook. Therefore, this paper is given a title: **"The Analysis of English Electronic Book entitled "English in Focus" Widely Used for Junior High School".**

B. **Statements of Research Problem**

Based on the explanation above, this research is conducted to find answers to the following questions:

1. How compatible are the materials in "English in Focus" with the KTSP?
2. How compatible are the materials in "English in Focus" with the characteristics of students at grade seven of Junior High Schools?

C. **Purposes of Research**

The purposes of this research are:

1. To analyze the compatibility of the materials in "English in Focus" with the KTSP.
2. To find out the compatibility of the materials in "English in Focus" with the characteristics of students at grade seven of Junior High Schools.

D. Significances of Research

1. The research will describe the content of English textbook by searching supporting theory related to the research.

2. The research will give several advantages. It will make the students of English education department who will become teachers know the characteristics of a good textbook, so that they will use textbook which has the characteristics of a good textbook. It also has advantage for them in choosing textbook that is compatible with the students at grade seven.

E. Rationale

Klaus Krippendorf (1993: 15) said that *"analisis isi adalah suatu teknik penelitian untuk membuat inferensi-inferensi yang dapat ditiru (replicable) dan shaih data dengan memperhatikan konteks"* (content analysis is a research technique that is used to make replicable inferences and the right data by considering to the context). This analysis is used to describe English textbook, "English in Focus" for Grade seven Junior High School, which is written by Wardiman, Jahur, and Djusma.

According to Alwasilah (1997:133): *"Para ahli komunikasi menekankan bahwa pesan yang disampaikan agar dapat diterima dengan efektif, pengirim dan penerima pesan harus menggunakan kode bahasa yang sama. Dengan kata lain, mereka harus menggunakan kosakata dan struktur sintaksis yang sama. Penulis buku teks sebagai pengirim pesan,*

mesti memilih kosakata dan konstruksi gramatik yang dipahami anak didik

sebagai penerima pesan. Fungsi buku teks antara lain untuk

memperkenalkan konsep baru, bahkan kerap kali kosakata atau struktur

gramatik kepada anak didik, sebagai pembaca." (Communication experts

state that message which is delivered should use the same language code

in order that it can be received effectively. In other words, they have to use

the same vocabulary and syntax structure. The textbook writer as a sender

of message have to choose vocabulary and grammar structure that can be

understood by students as recipients of the message. One of textbook

function is to introduce new concept, even vocabulary and grammar

structure to the students as reader).

The textbook plays an important role in English language teaching.

Therefore, choosing textbook is an important thing. As a teacher, we also

have to choose a textbook that is compatible with the students'

characteristics. In this matter, we have to choose textbook for young

learners at about age 13 years old. A psychologist in cognitive psychology,

Jean Piaget (1896-1960) (as cited by Syah, 1995:66) classified children

cognitive development into four stages:

1. Sensory-motor, cognitive development that appears at about age 0-2
    years old

2. Pre-operational, cognitive development that appears at about age 2-7
    years old

3. Concrete-operational, cognitive development that appears at about age 7-11 years old

4. Formal-operational, cognitive development that appears at about age 11-15 years old (Daehler&Bukatko, 1985;Best, 1989;Anderson, 1990).

The age of Junior High School students is included in formal-operational cognitive development. In this stage (11-15 years old), teens have already had ability to coordinate two cognitive abilities both simultaneously and chronologically: 1) Capacities to use hypothesis; 2) capacities to use abstract principles. Using capacities to use hypothesis, teens will have ability to think hypothesis that is thinking about something specially in solving problem using basic opinion which is relevant to the environment that he/ she responds. Meanwhile using capacities to use abstract principles, teens can learn abstract materials like mathematic, theology and others abstract science. Besides that, Junior High School students also begin to know the kinds of text named genre. Some kinds of text that are taught at grade seven are narrative, recount, procedure, and descriptive.

Hutchinson and Water (1987:197) said that: "Materials provide a stimulus to learning. Good materials do not teach: They encourage learners to learn. Good materials will, therefore, contain:

1. Interesting text;

2. Enjoyable activities which engage the learner's thinking capacities;

3. Opportunities for learners to use their existing knowledge and skills;

4. Content which both learner and teacher can cope with."

Furthermore, English learners are hoped to master all language skills. The skills are listening skill, speaking skill, reading skill, and writing skill. They have very close relation each other. Listening is the ability of grasping an oral message and understanding it. Speaking is the ability of conveying message orally. Reading is the ability of catching a written message and understanding it. According to Solomon (1990:59) as quoted by Nada (2008: 5) stated that: "young readers need to support of pictures to help them predict what story is about and to give meaning to what they are reading". Writing is the ability of transferring message in writing. So, textbook which integrates the four skills is needed.

To encourage students to learn, the materials have to be interesting. Good materials with interesting contents will make students interested in textbook. Moreover, they will tend to read frequently.
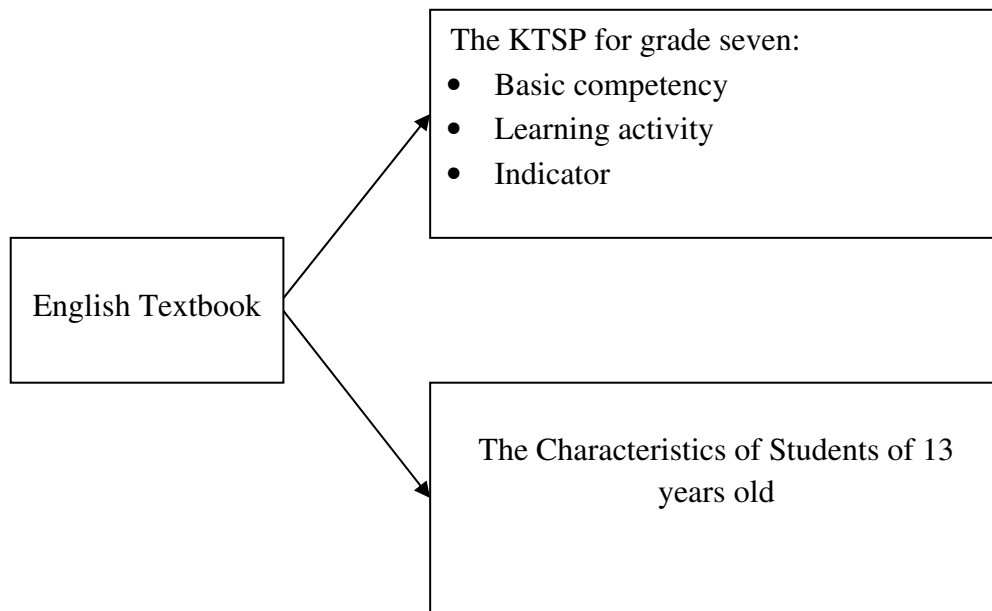
Green and Petty in Tarigan (2009: 20) arranged 10 criteria to evaluate a textbook. If the textbook has all the criteria, it can be said that the textbook has a good quality. The criteria are presented below:

1. Textbook should attract student's interests

2. It should give motivation to students

3. It should contain illustration which interests students

4. It should consider linguistics aspects so that it is compatible with student's ability who use it

5. Its content should relate to the other subjects

6. It should stimulate student's activities

7. It should avoid concepts which are vague in order not to make students confuse

8. It should have a clear point of view

9. It should give consolidation to student's values

10. It should value distinction of student's personalities. (Green and Petty, 1971:545-8).

The recent curriculum is the KTSP (School Level Curriculum). It is stated in government rules no. 22-23 2006 (National Education Department 2006), to support the implementation of the KTSP, the government has published English textbooks which are in line with the KTSP. Even recently, the government through the National Education Department provides the electronic schoolbook or e-book for Elementary School school, Junior High School and Senior High School. A professional teacher should have ability to choose a good textbook that is compatible with the KTSP and the characteristics of her or his students. To be more clearly, in this research the writer makes description as the followings:

Figure 1 The Description of Research

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                            ┌─────────────────────────────┐
                            │ The KTSP for grade seven:   │
                            │  • Basic competency         │
                            │  • Learning activity        │
                            │  • Indicator                │
                            └─────────────────────────────┘
┌──────────────────┐     ↗
│ English Textbook │
└──────────────────┘     ↘
                            ┌─────────────────────────────┐
                            │ The Characteristics of      │
                            │ Students of 13 years old    │
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F. Methodology

1. Method of research

This research uses content analysis method. Content analysis is defined as a systematic technique to analyze and process content of message, or an instrument to observe and analyze content of communication behavior that is opened from chosen communicator (Budd, 1967:2 in Bungin Burhan, hal 134). *Analisis Isi (online), (*http://blog.unila.ac.id/redha/2009/01/09/analisis-isi-content-analysisi/, accessed on December 10, 2009). Content analysis can be used to analyze communication form such as newspaper, paper, speech, textbook and etc.

2. Sources of Data

This research takes primary data and secondary data as a source of data, they are classified as follows:

a. Primary data: "English in Focus" textbooks provided by The Department of National Education for grade seven of Junior High School that written by Wardiman, Jahur, and Djusma, published by Pusat Perbukuan. In this research will take 3 chapters as sample.

b. Secondary data: Books or library references to get some theories that supports this research.

3. Techniques of Collecting Data

a. Book survey: by reading some books that have some connections with the research problem and have correlation with the topic that will be explained and analyzed.

b. Analysis: the writer analyzes the "English in Focus" for grade seven of Junior High School by reading and analyzing the content to get data.

4. Analysis of Data

There are many techniques of qualitative data analysis that are commonly used, among other things, interactive model by Miles and Huberman, analysis components that emerge in a phenomenon by Ian Dey and analysis data based on steps of research by Spradly. According to

Robert C. Bogdan & Sari Knopp Bikllen (1982 :157) as quoted by Tizarrahmawan (2009: 2): "Data analysis is the process of systematically searching and arranging the interview your own understanding of them and to enable you to present what you have discovered to others." *Selayang Teknik Analisa Data Kuantitatif dan Kualitatif* (online), (http://tizarrahmawan.wordpress.com/2009/11/24/selayang-teknik-analisa-data-kuantitatif-dan-kualitatif/, accessed on December 15, 2009). Furthermore, the researcher will use an interactive model by Miles and Huberman in analyzing data. This research will be begun by preparing data, reducing data or selecting data, displaying data and then taking the conclusion or verification. Moreover, this process will not go linearly because it is simultaneous or interactive cycle. Therefore, in qualitative research, the researcher should pass some steps below:

1. Collecting data: looking for and collecting data. In this stage, the researcher also can begin the first classification process (generally). In this stage, the researcher also should trace, record, and organize data that is relevant to the focus of the problem.

2. Reducing data or selecting data, simplifying and focusing on data. Data that is important to the research is collected and classified to be more specific.

3. Displaying data. Data can be displayed in matrix or tables that can represent character that is needed.

4.   Making provisional conclusion and re-examining using triangulation method.

5.   Finally, the researcher will make statement or conclusion about what have been analyzed.

According to the procedures above, this research is taken from "English in Focus" for grade seven of Junior High School as primary data. Then it is analyzed to get general description of "English in Focus" textbooks. Furthermore, the result of the analysis is compared with the KTSP and the characteristic of student at grade seven. In brief, the analysis of data can be presented in the following figure:

Figure 2 Analysis of data

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┌─────────────────────────────┐
│        Collecting Data       │
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               │
               ▼
┌─────────────────────────────┐
│        Selecting Data        │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│        Displaying Data       │
└─────────────────────────────┘
               │
               ▼
┌───────────────────────────────────┐
│     Making Provisional Conclusion   │
└───────────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│      Making Conclusion       │
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