

CHAPTER I

INTRODUCTION

A. Background of Study

English language becomes an international language which has been used by people around the world. It facilitates people to communicate each other from different country. Since they have their own language, they use English as their language media to communicate. So that many countries learn English and put it into their curriculum in the school. Indonesia is one of many countries that put English as the subject to be learned in school.

Nowadays, Indonesian government had arranged the English as a subject included in curriculum. Some schools started to introduce English to the learners since kindergarten. Most of experts assume that young learners are easy to learn second language beside their mother tongue. Based on Opal Dunn, the educational consultant and author, young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults.

Teaching and learning English is not easy because this language is foreign language for learners. Certainly, English has different language structure with their first language and it makes them confused. Those reasons make some learners have no interests in learning English. In this case, the teacher has important roles to make learning more fun, especially by using

learning media. In teaching activity, learning media have an important role to succeed the learning activity. Based on Heinich (2005: 115), there are many learning media that can be used to support learning activity; video, computer based media, multimedia kit, and also textbook. From those media, most of schools use textbook as teaching reference.

Textbook is the general learning media used in schools. Government also provides textbook to support teaching and learning in the class. According to Ferris and Hedgcock (2005: 125) textbooks are so effective in educational systems throughout the world. Textbooks provide the learning materials that appropriate with students' needs and also the teaching goals. Harmer (2007) also states that the most important aspect of textbook use for teachers is to engage students' interest with the content they are going to be dealing with. So that, textbook is the important media in teaching activity to reach the teaching goals.

In this era, there are many kinds of textbook for EFL students which are used in schools. Those textbooks are published by different publishers. Some of them are published by their own country or even from other countries. Grant (1987:118) inferred that "the perfect book does not exist". It means that every book has it weaknesses even though it published by famous publisher. So that, as a teacher, they should analyze books to know whether the book appropriate with students need or no.

Textbook analysis is a process of choosing textbook to use in teaching activity by considering students' need. The purpose of textbook analysis is to support teachers teaching activity and help teachers to gain good and useful insights into the nature of material (Cunningsworth: 1995). The goal of textbook analysis is to decide the best teaching media as a resource of EFL teaching.

To know the students need and teaching goals, government make a curriculum for every subject and it dragged down into syllabus and lesson plan. In elementary school, English subject included in local content or *muatan lokal*. And based on Muhammad Nuh, the Indonesian Minister of Education and Culture, English subject is not the prime subject in elementary school, schools are free to put English into subjects or not. So, English curriculum is not available for elementary school.

To solve the problem above, the schools which put English as subject, they join UASDA which held by government. UASDA is the final test for English in elementary school and it will be done by sixth grade student beside the national tests named USBN or *Ujian Sekolah Berbasis Nasional*. Other subject tested for USBN *non utama* are social studies (PKn), (IPS), and local content curriculum like Javanese and Arabic language. For reaching the same goals between government and teachers in USBN test, the government shares the English final exam framework for every subject. Usually, the USBN

materials contain of fourth, fifth, and sixth grade's materials to test students' understandings toward them.

In this research, the researcher did the research about a textbook published by Cambridge entitled "Guess What" book whether this book relevance based on question indicators in English final exam framework or not. So the researcher put this researcher on title **"The Compatibility of "Guess What" Textbook with English Final Exam Framework 2018/2019"**.

B. Statement of Problem

Based on background of study above, problem that discussed in this research is:

To what extent are the materials in the "Guess What" textbook compatible with the question indicators in English final exam framework?

C. Objectives of Study

Based on problem statement above, the objective of this study is to know the extent of materials in the "Guess What" textbook compatible with the question indicators in English final exam framework.

D. Significance of Study

1. Theoretically

This study can be used to analyze the English textbook to meet the students' need and teaching goals. Textbook analysis aims to choose the appropriate textbook for teaching.

2. Practically

- a. This study can be used by English teacher to choose the appropriate textbook for their students' need.
- b. This study can be used by English education environment to improve the activity models in teaching materials

E. Scope and Limitation of Study

This study focused on the analysis of "Guess What" book. There are 2 parts of this book; pupils' book and activity book. The students in this school only use the activity book to do the exercise while the teacher has both. In this study, the researcher took the data from the materials in the textbook to analyze whether this book compatible with the question indicators in English final exam framework or not.

★ There are some English materials from fourth, fifth and sixth grade tested in UASDA. In this case, the researcher focused on the question indicators in English final exam framework and the textbook. And the textbook the researcher used to analyze is the Guess What book level 1 until 6. The researcher compared the content materials in the guess what textbook with the English final exam framework 2018-2019.

F. Operational Definition

This part describes the definitions of the words to make readers have the same understanding used in this study. They are as follow:

1. Compatibility

Based on the Oxford dictionary, compatibility is the ability of people or things to live or exist together without problems. In this study, the compatibility is between Guess What textbook and English final exam framework 2018/2019. The researcher wants to know the ability of materials in Guess What textbook to exist together with the English final exam framework without any problems.

2. Textbook Analysis

Textbook Analysis or textual analysis is a methodology in the social sciences for studying the content of communication. Earl Babbie (2007) defines it as "the study of recorded human communications, such as books, websites, paintings and laws". While Krippendorff (1981) said in his handbook of textbook Analysis, textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used.

The theory above in line with this research which evaluate the English textbook to assess whether the textbook's material related to question indicators English final exam framework or not.

3. "Guess What" book

"Guess What" is an English textbook published by Cambridge University Press. And this book used for young learners who learn English as their

second language. This book has two parts, pupil book and activity book. Pupil book contained of theories related to the themes with simple exercises after theories. And activity book contained of exercises related with the themes in the pupil book but the exercises in the activity book are deeper than the exercises in the pupil book.

4. English final exam framework

English is one of the six subjects that tested in UASDA (*Ujian Akhir Sekolah Daerah*) or it can be named as USBN *non utama*. For the schools which put English as subject, they join UASDA which held by government. Before tests, teacher were given the English final exam framework from government for preparing the test. The English final exam was made by government and it shared to every schools. The English final exam also made by government, but since last year the government hand over to the English teacher each school to make the English exam by themselves based on framework given.

English final exam framework contained of materials that will be come out as questions of the test. Usually, the fourth, fifth and sixth materials will be used for tests.