

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Each country has a communication tool that can facilitate a relationship between individuals. This communication tool we call language. Language is the means by which results of human thought and action are passed on (Finochiaro, 1974, p.3). Human beings can receive and transmit message by language, so they can know one other.

Every area has its own language. It is important to learn the other language in order to make same understanding when they communicate to each other. English is also used as an international language by the majority of countries in the world.

In this globalization era, language also socially influences people's life, including English language. It is because English is a medium to make relation in the development of education, communication, commerce, diplomacy, social, and scientific research.

The variety of languages motivates people to learn language. Allah The Almighty also explained that it is important for human beings to know and interact with other people in life. Because there are many different people and many different nations in the world, of course many different languages that they use to communicate. It is related with the Holy Qur'an, Al – Hujurat:13 :

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

English in Indonesia is generally taught as a foreign language. A lot of people are interested in learning English as foreign language, because they know that English is the International language used in many countries all over the world.

Teaching and learning English in Indonesia have progressed quite well. English is a compulsory subject. English is taught to the students from junior high school until university and also some islamic boarding schools. Allah The Almighty explained that it is important to learn anything in this world, included English. It is related to the Holy Qur'an, Al – ‘Ankabut: 19 – 20:

أَو لَمْ يَرَوْا كَيْفَ يُبْدِئُ اللَّهُ الْخَلْقَ ثُمَّ يُعِيدُهُ إِنَّ ذَلِكَ عَلَى اللَّهِ يَسِيرٌ ۝ ١٩ قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنْشِئُ النَّسْأَةَ الْآخِرَةَ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ ۝ ٢٠

In secondary schools, where students receive the bulk of their English language instruction, English is a required subject. In junior high schools, it is taught two times a week (45 min. per lesson). In senior high schools, English is taught two times a week in the first and second years. In the third year, it is taught three times a week in the science and social studies strands and five times a week in the language strand. One academic year is 36 weeks, so junior high school students receive up to 72 lessons a year and 216 lessons in three years. Thus, during their schooling in the junior and senior high schools, the students get some 432 hours of English instruction, a very significant number of hours devoted to a foreign language.

Officially, the English instructional objective at junior high school is that the students will develop the English skills of reading, listening, speaking, and

writing in thematic situations in accordance with their individual developmental levels and interests at the 800 word-level and using appropriate structures. In the senior high school, the students are expected to develop similar language skills in certain thematic situations at the 1,500 word-level and using appropriate structures.

ELT in Indonesia's schools adopts a meaning-based approach, with the following guiding principles: language is an instrument to express meaning; meaning is determined by both linguistic and situational contexts; learning a language is learning to use the language in communicative activities in the target language; mastery of the language components is needed to support the mastery of communicative competence; and the teaching of the language components can be done whenever necessary (Huda, 1999, p.23).

According to Gower (1983), Taylor et al, (2000) the English textbook should be designed in such a way that learners can use the language creatively, and also the learners can be involved in the lessons. An English textbook is a basic resource to determine the quality of language input and the language practices during teaching learning process in an English course. Its functions are not only as a guidance of teaching and learning but also as a developing material as well as a substantial and observable component of pedagogy content. Textbook is also the main resource for teachers to deliver their teaching to the students.

Many EFL teachers and students in Indonesia have used Student Worksheet (LKS) book to support their teaching and learning in a class. LKS book is a printed instructional materials in the form of a sheet containing the task that

contains the instructions , the steps to complete the task . LKS can be a guide for the development of cognitive training and guidelines for the development of all aspects of learning in the form of guide experiments and demonstrations (Trianto, 2007, p.73). LKS is a learning resource that can be developed by the teacher as a facilitator in the learning activities .LKS is also a media of learning , because it can be used in conjunction with learning resources or other instructional media . LKS could be a source of learning and instructional media depend on learning activities are designed.

Material design has correlated with the selection of texts and other materials for course. After all, the selection of a textbook is concerned with the current curriculum and in case of a standardized textbook. However, there are several reasons that teachers are less interested in using the available standardized textbook provided: (1) the activities in a textbook are so excessive that the teachers are hardly able to attain the semester target course, (2) a textbook fit uncomfortably either in the reason of time, culture, or level proficiency age, (3) a textbook has an advance knowledge and skill that unsuitable with the user of the textbook, (4) a textbook is less provided the content with language items, ideas, strategies, or principles in which the teachers need to be applied, and (5) a textbook does not involve the current and recently curriculum issues (Nation & Macalister, 2010, p.12).

Al-Istiqomah Islamic Boarding School is one of islamic traditional-modern school in Banjarmasin. It is located on Jl. Pekapuran Raya, RT. 32, No. 1, Kelurahan Pemurus Baru, Kecamatan Banjarmasin Selatan. Every year, this

school is also held the National Examination, and the students always get 100% graduation. The researcher did a pre-observation in Al-Istiqomah Islamic Boarding School and found the teacher on that class did not use a English textbook, just LKS book in doing teaching process. Also the students of the class, they did not have any course book in doing learning process, just LKS book.

Based on the information above, the researcher is interested to know is the textbook appropriate for the students who will be using it and is the textbook appropriate with the curriculum be used. Therefore, the researcher wants to conduct a entitled **“Content Analysis of English Student Worksheet ASPIRASI For Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin”**. It also investigates the student’s opinions about the book . Next, it is expected that the reasearch will contribute to teaching and learning English using LKS book in Indonesia, especially in Banjarmasin.

## **B. Statement of Problem**

Based on the background of study, this study is designed to answer these question:

1. Is the LKS book appropriate with curriculum 2006 KTSP?
2. What are teacher and students’ opinion about this LKS book?

### **C. Objective of Study**

The purpose of this study is to analyze the LKS book for twelfth grade students on Al-Istiqomah Islamic Boarding School Banjarmasin and to determine how well this Student Worksheet book appropriate with the content standard and basic competence of the current curriculum that used by the school, especially by the teacher, curriculum 2006 (KTSP). The writer also wants to know what are the opinions of teacher and students on Istiqomah Islamic Boarding School Banjarmasin academic year 2015/2016 about this book.

### **D. Significance of Study**

1. Analyzing the LKS book to know the appropriateness of LKS book with the standard of curriculum 2006 (KTSP).
2. Giving some information that might have develop and improve teaching and learning English by using LKS book.
3. Providing information and consideration for future researchers.

### **E. Limitation of Study**

Based on the research question above, the writer limited the discussion of *“Content Analysis of English Student Worksheet ASPIRASI For Twelfth Grade Students at Al-Istiqomah Islamic Boarding School Banjarmasin”* The research itself focused to answer of research question.

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

The term applied by this study explain as follows:

1. Content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Stemler, Steve, 2001:17)
2. Curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school (Kelly, 2009:52).
3. LKS book is a printed instructional materials in the form of a sheet containing the task that contains the instructions , the steps to complete the task. The title is “ASPIRSI” BAHASA INGGRIS Untuk SMA/MA Kelas XII Semester 1 written by a team of authors : Asih Suroso, Sutarto, Akhmad Zamroni, Dewi Indrawati, Joko Legowo, Siti Rufiah, Bondan Pramusinta, Eni Sri Harjanti and Putri D.A. published by CV. Widya Duta.
4. Al-Istiqomah Islamic Boarding School is one of islamic traditional-modern school in Banjarmasin. It is located on Jl. Pekapuran Raya, RT. 32, No. 1, Kelurahan Pemurus Baru, Kecamatan Banjarmasin Selatan.