

# CHAPTER I

## INTRODUCTION

### A. The Background of The Problem

The government of Indonesia has decided English as the first foreign language to be taught by the teachers and to be learned by the students at the private and state schools in our country. One of the reasons why English is taught and regarded as a compulsory subject at our schools is that because English is used as an international language for international communication. Brumfit (1983 : 35) says that :

English is an international language. It is the most widespread medium of international communication, both because of the number and geographical spread of its speaker, and because of the large number of native speakers who use it for part at least of their international contact.

English is used not only as a means of communication among people in the world, but it is also used in varieties of scientific fields, such as in technology, scientific writings, arts, computers, business, in aviation, sport and world's radio news. To prove that English is used for international aviation is by going abroad and taking an aeroplane as our vehicle. For example, we take the Saudi Airline to go to Mecca, the announcement in the aeroplane will be delivered in two languages, Arabic and English. Arabic is used because the airline belongs to the government of Saudi Arabia, and English is used because it is the language for

international communication. In this case Geoffrey Broughton (1978 :1) states that :

Besides being a major vehicle of debate at the United Nations, and the language of command for NATO, it is the official language of international aviation, and unofficially is the first language of international sport and the pop scene. Russian propaganda to the Far East is broadcast in English, as are Chinese radio programs designed to win friends among listeners in East Africa. Indeed more than 60 percent of the world's radio programs are broadcast in English and it is also language of 70 percent of the world.

Because of the above facts, English is then taught to the students of the fourth year of elementary schools up to the students of universities in all department in our country. And the Department of National Education of Indonesia, commonly referred to as DEPDIKNAS, had made some efforts to develop and increase the teaching of English at Schools. One of his efforts is by providing English curriculum and English textbooks for the teachers and the students. Besides using the English textbooks published by DEPDIKNAS, the English teachers and the student are also allowed to use other English textbooks sold in the markets.

Although has been taught to the first year students of MTs in Astanajapura Cirebon for about four years (three years at elementary school and a year at MTs), but most of them (80%) still find English difficult to be learned and understood. This is probably caused by that the supplementary English textbook written by Haryono, Cs., and used by the teachers and the students of the first year of MTs in Astanajapura Cirebon is not relevant to the 1994 English curriculum. So the

problem in this research is that on one side the English teachers must teach the English materials based on the 1994 English curriculum, and on the other side some of the English materials presented in the supplementary English textbook used by them are not in line with the English presented in the 1994 English curriculum.

### **B. The Formulation of The Problem**

Based on the above statements, the writer formulate some problems as follows :

1. How are the English teachers' opinions towards the contributions of the English supplementary textbooks written by Haryono, Cs., and Edy Widodo, S.Pd, to the 1994 English curriculum?
2. What problems do the English teachers find in teaching English at MTs in Astanajapura Cirebon ?
3. What efforts have the English teachers done to overcome their problems in teaching English at MTs in Astanajapura Cirebon ?

### **C. The Aims of The Research**

The aims of the research that will be obtained in this study are as follows :

1. To find out the data of the English teachers' opinions towards the contributions of the English supplementary textbooks written by Haryono, Cs., and Edy Widodo, S.Pd., to the 1994 English curriculum.



2. To find out the data of the problems the English teachers find in teaching English at MTs in Astanajapura Cirebon.
3. To find out the data of the efforts the English teacher has done their problems in teaching English at MTs in Astanajapura.

#### **D. The Frame of Thinking**

The decree of the Minister of Education and Culture of the Republic of Indonesia, No. 060/U/1993; concerning the curriculum for primary education states that English is the first foreign language to be taught in formal education. The aim of teaching to the students of MTs is mentioned in the Outline of English Teaching Programs (GBPP) as follows :

Siswa memiliki minat dan kemampuan berbahasa Inggris terutama membaca, dan disamping itu siswa juga diharapkan dapat menyimak, berbicara dan menulis karangan sederhana dalam bahasa Inggris yang menggunakan pola kalimat dasar bahasa Inggris yang menggunakan pola kalimat dasar bahasa Inggris dengan kata-kata dalam tingkatan 1500 kata.

The students have interest and ability in using English, especially in reading, besides they are also expected to be able to listen, speak, and to write simple and short composition in English by using basic structural patterns of English within a limited vocabulary at the stage of 1500 words.

From the above objective of teaching English, we conclude that there are four language skills of English that the students should possess after they completed their studies at MTs; those are reading, listening, speaking, and writing. In order to support the process of teaching and learning the above four language skills, the government has published the English textbook which is

known as 'Buku Paket' (Prescribed Textbook) and has allowed the authors to write and compile the supplementary textbooks (Buku Pelengkap) which are in line with the 1994 English curriculum.

Usually the English teachers of MTs rely on one of the textbooks only as the main reference to achieve the instructional objectives. As educators, the English teachers play important roles to help students achieve the goals of their studying English. The English teachers' roles in teaching English are not only to teach the materials available in the textbooks they use, but they are also the designers, organizers, motivators, facilitators, instruction, and evaluators as well.

The selection and the presentation of English teaching materials are the first step conducted by a teacher in teaching-learning activities. For this reason, he/she has to present only the materials in the textbooks that are in accordance with the English curriculum. Because of many tasks and responsibilities, he/she usually does not have much time to choose a textbook sold in the markets, indicates, besides textbook evaluation on some seminars indicates that there are many weaknesses found in all textbooks sold in the markets. The following studies can be used as the examples.

Based on Djawadi's study (1989:23), he found that some of the English textbooks for SLTA students have shown a good relevance to the objectives of teaching and learning English prescribed in the English curriculum, but some others have not. From Suparmat's study (1992:12), it can be used as an indicator that some of the English textbooks for MTs students are good enough, but some

are not. It should be noted that not all good books have good contents in every unit. So far from the study of the English textbooks for MTs students, it is concluded that :

1. Most of the English textbooks sold in the markets, including the prescribed textbook or 'buku paket', have not provided any materials or tasks which develop listening and speaking skills integratively.
2. e of the English textbooks for MTs students sold in the markets present a lot of grammar exercises. They have not provided skill-oriented materials
3. which help students achieve all instructional objectives listed in the 1994 English curriculum.

Because of the above conditions, the writer would like to make a comparative study between the English supplementary textbooks used by the English teachers of Mts in Astanajapura Cirebon with the 1994 English curriculum.

#### **E. The Steps of the Research**

The steps of the research which have been done by the writer are as follows :

##### **1. Population and Sample.**

The population of this research is all the English teachers of all MTs in Astanajapura Cirebon with the number of twenty (20) English teachers as follows :

MTs NU Putra I Astanajapura — 3 teachers.



MTs NU Putra II Astanajapura	=	3 teachers.
MTs NU Putri I Astanajapura	=	3 teachers.
MTs NU Putri II Astanajapura	=	4 teachers.
MTs NI (Nurul Ikhwan) Astanajapura	=	4 teachers.
MTs AI (Agama Islam) Astanajapura	=	3 teachers.
<b>T o t a l</b>	=	20 teachers

From the above population, the writer takes all of them as the sample of the research. Taking such as sample is relevant to Suharsimi Arikunto's theory (1992:107) below :

Penelitian boleh dilaksanakan jika populasinya benar-benar homogeneus. Jika subyek populasinya kurang dari 100, maka sebaiknya peneliti mengambil semuanya sehingga penelitiannya merupakan penelitian populasi totalitas.

The research may be carried out if the population is really homogeneus. If the subject of the population are less than 100, it is better for the researcher to take all the number of them so that his/her research becomes a total population research.

The above sample is called a purposive sample. This means that the subjects taken as the sample is not based on strata, or at random or a regional but it is based on a certain purpose. This technique is often done because of the limitation of time, power and finance.

(Suharsimi Arikunto : 1990 : 113).

## 2. Data Resource

### a. Theoretical Data Resource

In order to obtain the theoretical data resource, the writer has read the English curriculum for MTs students, the prescribed English textbooks, and the English supplementary textbooks, which are written by Haryono, Cs., and Edy Widodo, and other scientific books either they are written in English or in Indonesian which are relevant to the discussion of the topic of the thesis.

b. Empirical data Resource

The empirical data resource is the data taken and obtained from the questionnaire which have been given out to all the English teachers who teach English at MTs in Astanajapura Cierbon.

The questions in the questionnaire ask about whether the English materials presented in the English textbooks by Haryono and Edy Widodo are relevant or not to the English materials presented in the 1994 English curriculum, the problems they find in teaching English at the first year of MTs in Astanajapura Cirebon and their efforts they have carried out overcome the problems.

3. Techniques of Collecting the Data

a. Observation

In this case the writer has observed the contents of the English materials in the 1994 English curriculum and of the English textbooks by Haryono, Cs., and Edy Widodo and other books relating to the topic of the thesis.

b. Questionnaire



In this matter the writer has given out 20 sheets of paper of questionnaire which have to be answered by the English teachers of all MTs in Astanajapura Cirebon who have been taken as the sample of the research.

#### 4. Data Analysis

##### a. Qualitative Data Analysis

In this case the writer analyzes the data based on the English materials in the 1994 English curriculum and those in the English supplementary textbook by Haryono, Cs. And by Edy Widodo, S.Pd.

##### b. Quantitative Data Analysis

To obtain the quantitative data, the writer analyzes the data based on the results of the questionnaire which have been answered by the English teachers of all MTs in Astanajapura Cirebon. These data are analyzed by using Chi-square ( $X^2$ ) with the formula as follows :

$$X^2 = \frac{(f_o - f_e)^2}{f_e} \quad \text{where :}$$

$X^2$  = Chi-square (Chi-kuadrat),

= the amount,

$f_o$  = frequency observed,

$f_e$  = frequency expected (Suharsimi Arikunto, (1992:241))