CHAPTER 1
INTRODUCTION

In this chapter, the writer discusses the aspect of introduction. Those are; background of the study, statement of the problems, purpose of the study, scope and limitation, and definition of key terms.

1.1 Background of Study

As one of local subject (Degree of the Minister of Culture and Education no. 060/U/1993) English has become a popular subject among teachers as well as student in the primary school. Nowadays, more and more primary school programming English as their local content subject. According to Sabilah (2004; 243) teaching English to primary school is not easy. Teacher of young students need special skill; they are supposed to be able to help the children to learn the foreign language. The fact that most English teacher to young learners gain the approaches, techniques and strategies through trial and errors, therefore there are major important areas in the teaching English to young learners. First, the basic principles such as; recycle, fun, feedback, and model. Second, the material, and the Third of the major important in teaching English to young learners is the activities and the assessment.

Besides, Sabilah (2004; 124) also stated that when teachers decide to teach English to young learners either in school or in an English course they have to be selective with materials. Commonly, English materials are in a form of textbook which has an important role in teaching and learning activity in classroom. According to Richards (2001; 251) many teachers use textbook as their primary resource. It means that textbook guides the teachers in teaching and learning process. Furthermore, Richards (2001; 254) stated that textbook provides structure and a
syllabus for a program, without textbook a program may have not central core and the learner may no receive a syllabus that has been systematically planned and developed. Moreover, for most teachers of young learners, textbooks provide the foundation for the content of lessons, the balance of the skills taught, and as well as the kinds of language practice the students engage in during classroom activities. For the ESL learners, the textbook becomes the major source of contact they have with the language apart from the input provided by the teacher (http://www.esp.world.info/articles.9/textbook.htm, downloaded February 18, 2009 at 6:45 pm).

As a matter of fact, the textbook is the main source of material used in teaching learning process. Therefore, the availability of varied textbook is extremely needed. Although there is no recommended good English textbook for Elementary level, but there are a lot of standard English textbooks that were published by different publishers which are distribute for elementary schools. This fact makes the teacher face difficulties in selecting which textbook are going to use. However, selecting a good textbook which is suitable for students is still one of problems for the teacher. They have to know the requirements or criteria of a good textbook before choosing what textbook they are going to use.

In addition, a good textbook must meet several requirements. Celce and Murcia (2001; 425) stated that the quality of a textbook is categorized good, if it is viewed from the whole aspects of the textbook. The aspects are; the first, subject matter that cover a variety of topics appropriate to the interests of the learners. Second, vocabulary and structure that use current everyday language, and sentence structures that follow normal word order. The third, exercises that develop comprehension and text knowledge of main ideas, detail, and sequence of ideas. Fourth, illustrations that is clear, simple, and free of unnecessary detail that may confuse the
learner. Last, requirements of a good textbook are physical make-up which covers the book durable enough to withstand wear.

Empirically, the study about textbook is also explained by number of researchers. Fahmi (2005) investigated about the quality of the English textbook for the first year students used at SMPN 3 Pamengkasan published by Erlangga. This study used a descriptive design. The finding shows that the quality of English textbook was good.

Moreover, Ayik (2006) studied the quality of SMP English textbook for the first year students of SMPN 1 Karang Malang, Sragen Published by PT Tiga Serangkai. He found that the final score percentage of the textbook was 78, 33%, it was categorized good. Meanwhile, the quality of subject matter aspect was 80% and it was categorized good. The quality of vocabulary and structure aspect was 76, 66% and categorized good. The quality of exercises aspect was 77, 33% the categorized good. The quality of illustration aspect was 80%, it was categorized good. And the quality of physical appearance aspect was 80%, it was categorized good.

From the explanation above, the writer was interested to analyze the quality of English textbook from the vocabulary and structure aspect because vocabulary and structure are important element in learning English. According to Sabilah (2004; 86) another important element in learning English is the mastery of the structural. Vocabulary items without structural pattern are like bricks with no cement when building up contraction. In order words, vocabulary and structure go hand in hand. Besides, the analysis on the quality of vocabulary and structure in this textbook has never been researched before.

In addition, the writer investigated at SDN 008 Tenggarong Sebrang- Kutai Kartanegara especially in the first year students. It is expected that the result of this study will give beneficial
contribution to the English teachers and the English textbook’s writer in selecting and producing
the appropriate English textbook for elementary students.

1.2 Statement of Problems

Based on the background of study written above, the writer formulates the research problems
as follows:

1. How is the quality of vocabulary “Grow with English” published by Erlangga used by the
teacher to first year students at SDN 008 Tenggarong Sebrang - Kutai Kartanegara?
2. How is the quality of structure “Grow with English” published by Erlangga used by the
teacher to first year students at SDN 008 Tenggarong Sebrang - Kutai Kartanegara?

1.3 Purpose of Study

1. To know the quality of vocabulary "Grow with English” published by Erlangga used by
the teacher to first year students at SDN 008 Tenggarong Sebrang - Kutai Kartanegara.
2. To know the quality of structure “Grow with English” published by Erlangga used by the
teacher to first year students at SDN Tenggarong Sebrang - Kutai Kartanegara.

1.4 Significance of Study

The results of this study are expected to give feedback:

1. To the reader. The result of this research shows to the reader the requirements of good
   English textbook for elementary level.
2. To the teacher of elementary student. It is expected will help the teachers to select the good textbook for their students, in order they can improve their English skills and teachers will get idea in choosing a good textbook.

3. To the writers of English textbook of elementary level. The result of this research is expected to give information and contribution to English textbook writers of elementary level, in order that they can pay more attention to produce the quality English textbook especially from the vocabulary and structure aspect.

1.5 Scope and Limitation

The scope of this analysis English textbook “Grow with English” used in the first year students at SDN 008 Tenggarong Sebrang- Kutai Kartanegara by Erlangga based on school curriculum published in 2007. Meanwhile, the limitation is the quality of English textbook from the vocabulary and structure aspect.

1.6 Definition of Key Terms

1 Quality

Quality is the degree or grade of excellent or worth. Quality is perceptional, conditional, and somewhat subjective attribute (http://www.co.id/search?num=100&hl)

2 Textbook

Textbook is lesson book in certain subject (in this case is English), that are arranged by some experts for instructional purpose to support teaching program (Tarigan and Tarigan in Fahmi; 2005)
3 Vocabulary

Vocabulary is one of the most obvious components of language and one of the first thing applied linguists turned their attention to. (Richards; 2001)

4 Structure

A specific instance of grammar is usually called a ‘structure. (Ur; 1990)