

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The national development in Indonesia is aimed to improve the quality of human resources in order to achieve a better economic condition. One aspect to reach the objective is the improvement of the mastery of foreign languages, particularly English.

English is the first foreign language to study by the students of junior and senior high schools. English is also recommended to learn by the students of elementary schools. The aim of English teaching is to develop students to be able to communicate in English.

To develop students' communication skills, teacher has to create an enjoyable and motivated non-threatening classroom atmosphere for the students to practice the language they are learning. Teacher is required to provide the activities where students can work together, talk together, and learn together using the target language. It means that the teacher is expected to active, imaginative and innovative to create an effective language teaching and learning situation.

To obtain the best to use the classroom time with our students to promote their effort to learn the target language, textbooks will be a great help. Cunningsworth (1995) declares that there is probably nothing influence the content and nature of teaching and learning more than the books and other teaching materials used. He also states

that course books are best seen as resource in achieving aims and objectives that have already been set in terms of students needs.

1.2 Purpose of the Study

The primary purpose of this study is to describe the teachers' understanding of the curriculum related to their practice of using the EFL textbooks in the classrooms to achieve the learning objectives.

1.3 Research Questions

The following research questions were developed to guide the inquiry process:

1. What is the teacher's understanding of the present English Curriculum (The 2004 English Curriculum and the Content Standard)?
2. What is the teacher's and student's perception on the EFL textbooks used in the classrooms?
3. How do the teachers use the EFL textbooks in the classrooms to achieve the learning objectives?

1.4 Significance of the Study

The investigation is conducted to portray the teachers' use of EFL textbooks in the classrooms by the English teachers to achieve the learning objectives. The teachers' understanding on the present English Curriculum (The 2004 English Curriculum and the Content Standard), the teachers' and students' perceptions on the EFL textbooks used in the classrooms, and the ways the teachers use the EFL textbooks in the classrooms are taken into considerations when gained the data.

The findings of the research are expected to describe the teacher's understanding on the present English Curriculum (The 2004 English Curriculum and the Content Standard) the teachers' and students' perception on the EFL textbooks used in the classrooms, and the ways the teachers use the EFL textbook influence achievement of the learning objectives. To be more specific, the findings would likely:

1. Provide the information about the teachers' understanding on the present English Curriculum (The 2004 English Curriculum and the Content Standard).
2. Provide the information about teachers' and students' perception on good EFL textbooks.
3. Provide the ways/stages implemented by the English teachers in using the EFL textbooks in the classrooms.
4. Provide the information about the activities in the classrooms expected by the students.
5. Provide the information about kinds of tasks/exercises expected by the students to be available in a textbook.
6. Raise the awareness of EFL textbook writers' and publishers' to write/publish materials that can meet the students' needs and interests in learning English.
7. Provide data for other investigation on the use of EFL textbooks to achieve the learning objectives.

1.5 Research Methodology

This research implements three methods of collecting the data: Classroom observations: note-taking and videotaping, Interview, and Document analysis.

1.6 Thesis Organization

The thesis is organized into five chapters. Chapter one discusses the background of the study, the purpose of the study, the research questions, the significance of the study, the research methodology, and the thesis organization.

Chapter two explains the related literature review to the study. It contains the full explanation of Communicative language teaching, the Present English Syllabus/Curriculum, the EFL textbooks. and the Communicative Competence.

Chapter three describes the methods applied in the research to gain the data covering the research design, the research site: the choice of the site, the access to the research setting, the classrooms, the teachers, the students, the research objectives, the research methods, and the data analysis.

Chapter four focuses on the findings and the discussions of the research findings.

Chapter five is about the conclusions and recommendations based on the findings of the research.

