

CHAPTER I INTRODUCTION

1.1 Background of the Study

As part of education system, textbook is a media as the main source of learning for students to increase their knowledge through the activity of teaching and learning. According to Graves (2000), the textbook is a book that used as a standard material for students in both formal and non formal studies and as a tool for teaching and learning in the classroom. Furthermore, According to (Van Dormolen, 1986), textbook consist two important pedagogic functions: a curricular aspect, which aims deployed students to understand the subjects that will be taught, and a conceptual aspect, is important part to develop the students' cognitive.

There are many English textbooks, English textbooks should be based on the English curriculum. A good textbook must be appropriate and relevant to the curriculum and can support curriculum implementation in the program of teaching and learning. (Sholichatun, 2011) mentioned that curriculum is importance part of education program that have goals and outcomes, learning arrangement, evaluation, and documentation that related to developing the quality of the students' education. As we know that the curriculum of 2013 (K13) is an education system prevailing in Indonesia which is applied by the government as a fixed curriculum. Besides (Mulyasa, 2013), stated that as part of the 2013 curriculum that is mplemented in Indonesia, textbook play an important one to determine the success of the educational system.

There is a book entitled *Bahasa Inggris* textbook in Indonesia which Kementrian Pendidikan dan Kebudayaan Republik Indonesia published the textbook on 2018 revised edition for students senior high school as learning English source generally. The textbook presented based on 2013 curriculum which is structured to improve students' language skills, namely speaking, listening, reading and writing. We know that writing is difficult to learn than those skills. Most students are difficult to express their ideas or opinions on a piece of paper. It because when writing they have to master enough vocabulary, spelling and grammar. Langan (2001, p. 1) stated writing is an activity in the form of pouring ideas into the continued process. It means that writing requires a series of steps to think creatively and the goal is giving information, idea and opinion to the reader.

The function of the 2013 curriculum that applied in Indonesia is to emphasize the importance of attitudes, knowledge and skills, the material in the textbook used a text-based learning approach by placing English as a vehicle for communicaton both orally and written, and the book aims to improve the students' competence of knowledge about the type, rules, context of a text and the competence of skills are presenting in a written and oral text.

In supporting the students' writing skills, all writing materials in the textbook should conform with the standard criteria and basic competencies, indicators and learning objectives that should be achieved in the textbook. According to Tomlinson (1998, p. 2), materials can be defined as anything such as visual, auditory, kinesthetic and linguistics which can help the teacher and student in the activities of teaching and learning. Besides, Hutchinson and Waters (1987, p. 107) mentioned that good material can motivate students to learned more and enjoyed the subject matter because it involved them thinking creatively and give them opportunities to use their knowledge and skills.

Regarding to the explanation above, the researcher interest to conduct a research entitled "Relatedness between English K13 curriculum and writing material in *Bahasa Inggris* textbook"

which focuses on analyzing of writing material covered in the textbook. The reason why the researchers choose the textbook is because the textbook is based on the 2013 curriculum which the 2013 curriculum plays an important thing to determines student success in the scope of learning. Besides, the activities of the writing materials offered in the textbook are not comprehensible enough, the exercises are not presented explicitly, so students difficult to write. From those difficulties are found, the teacher should explain and develop the writing material to make the students are more understand and able to express their ideas and opinions with the correct grammar and sentence structured. Therefore through the analysis, the researchers can give specific information in detail on whether the writing material in the textbook is related or not to the English 2013 curriculum and meet the criteria as a good textbook that can used for learner in the teaching and learning process.

1.2 The Problems Of Study

The problems of the study on the background above are stated as the followings:

1. What topics are offered in writing material sections in the *Bahasa Inggris* textbook?
2. How are writing materials written in *Bahasa Inggris* textbook?
3. How is the relatedness between writing materials and K13 curriculum?

1.3 The Objectives of the Study

The objectives of the study on the problems above are stated as the followings:

1. Describing the topics of writing materials in *Bahasa Inggris* textbook.
2. Describing writing materials written in *Bahasa Inggris* textbook
3. Describing the relatedness between writing materials and K13 curriculum.