

CHAPTER I

INTRODUCTION

A. Background of the Study

Education level in English language teaching covers several level, they are per formative, functional, and epistemic. In the level of per formative student are expected to be able to read and write, listen and speak with symbol which is used. In functional level, students capable to use language to meet daily life, such as read news paper, suggestion or direction. In the informational level, student are to able to access knowledge with language skill. Whereas, in the epistemic level, students are to able to express the knowledge through the target language.

In Senior high school, students are expected to get informational level; it means that they are expected to be able to access knowledge and technology by using their English ability. Therefore, School-Based Curriculum (KTSP), the latest English curriculum is expected to be able to improve the quality of education in Indonesia, students of senior high school are able to communicate English in certain literacy level.¹

One of English skills is listening. Listening is preliminary skill before the students study other skills. However, Listening has been relegated to a secondary position in English teaching learning Compare to speaking, reading and writing.

¹ Departemen Pendidikan Nasional ,2006, *Lampiran peraturan Menteri Pendidikan Nasional nomor 12 tahun 2006 berisi tentang standar isi tanggal 23 Mei 2006*

In recent years, regarding to the implementation of competence based curriculum (KBK) and school- based curriculum (KTSP), there is a change on the approach of the English teaching learning method. The teaching of English is emphasized on the function of language as a mean of communication. The learners focus on *how* to use the language and not on *what* the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As the result of these statements, the need for listening competence has recently attracted considerable attention. Consequently, communicative approach is proposed to be used in teaching learning method.

Some observations and researches in the field of English teaching in Indonesia have found that the teaching of listening skill is still disappointing. Because practicing listening skill through type record from native speaker is seldom done by teachers in other schools because less facilities, there is no media as language lab or tape available in schools and listening skill is needed to be improved. Hence, the effective or flexible way to teach listening is using coursebook.²

Choosing coursebook is not a frivolous matter. Teachers know that students need coursebook. Teachers need to consider some factors. They are students' need, interest, ability, level and of course must appropriate to the recent curriculum. The ideal coursebook which is used as teaching learning is relevant to

² [http// freedownload.20-11-2011. listening skill in Indonesia](http://freedownload.20-11-2011.listening_skill_in_Indonesia), accessed on December 8, 2011.

the recent curriculum and the content should appropriate to the indicators which stated based on basic competence of standard competence. in Indonesia, the recent curriculum we as well known as KTSP, *kurikulum tingkat satuan pendidikan*, the 2006 curriculum. Coursebook arranged based on textbook assessment which is determined by BSNP and refers to standard content which has determined by ministry of national education.³

There are many advantages of using coursebook.⁴ They are as a flexible tool, it can be used by teacher and student, can bring everywhere and practice the tasks or exercises by their self, have a clearly identified set of achievement objective that consist of the lesson, the material is consistence in the topic and genre in four skills area.⁵ Students need coursebook because they will learn just as well if the teacher gives them a photocopied worksheet instead of having a book. The good coursebook gives the students' stability and security, the materials is used appropriate to the students' need and make easier students to practice. When deciding on a coursebook, the teachers have to know the requisite of good coursebook then analyze it. Through analyzing teacher will know the good or appropriate coursebook for student. Many researchers have arranged checklist to analysis the appropriate book for choosing coursebook.⁶ Checklist used is to know

³ Peraturan menteri pendidikan nasional nomor 22 tahun 2006

⁴ Gabrielatos, C. (2004). *Session plan: The coursebook as flexible tool*. IATEFL Teacher Trainers and Educators SIG Newsletter 1/ 2004, 28- 31.

⁵ The internet TESL Journal. Peter Tze- Ming Chou. Wenzao Ursulin College of languages (Kaohsing, Taiwan) 11/30/2011

⁶ As quoted in Miri Yochanna, "*choosing a coursebook*" open dictionary Wikipedia, (<http://wikipedia.edu/com>, accessed_on December 8, 2006.

the indicator on the coursebook with indicator which stated by government. Indonesia government- through national standardization of education department (BSNP) have responsible to select coursebook before published. Thus, the teacher can analyze coursebook based on the standardization stated by BSNP. One of result BSNP assessment is BSE (buku sekolah elektrik) entitled” an analysis of speaking materials in INTERLANGUAGE: English for Senior High School student year X”. The government make easier for student who wants to have cheap coursebook with download the website.

The research is conducted by Ali Rosyidi, He was an English Department student in Surabaya State University mentioned that speaking materials in BSE entitled” an analysis of speaking materials in INTERLANGUAGE: English for Senior High School student year X” published by National Education Department based on the 2006 English standard competence. Even though it is published by national education department, he mentioned that some of materials in the coursebook are not inline with the speaking materials are mentioned in the 2006 English standard competence. This issue is acknowledged by some teachers at SMAN I MANYAR GRESIK when the researcher conducted his preliminary research. The teachers also reluctant to use the materials in coursebook as teach.

They prefer use other teaching resource as LKS (lembar kerja siswa) and teacher-made materials to teach the student than use electric coursebook (BSE).⁷

When the coursebook which is claimed as reference other book does not give guarantee that is good and appropriate with standard content. Thus, Teacher individually have to choose coursebook before deciding to use it as teaching materials.

*“Any given coursebook will be in capable of catering for the diversity of need which exists in most language classroom the adaptation of a particular coursebook or textbook series by a government with controversy, and commercial publisher expend a great deal of time, effort and money in promoting and securing contracts for their materials”.*⁸

Student can improve their English better by more practice listening skill through listen music, movie and do the exercises on the coursebook while teacher read the text and student listen the text the answer the question. Because practicing listening can stimulate them to speak even write better. To achieve the communicative competence in listening skill, there are some aspect should be considered in teaching learning listening process. One of them is teaching material through coursebook that can be used as media to teach in the classroom.

There are advantages that can be taken from using coursebook. They are the material and activities fit well into the timetable, easier teacher to prepare

⁷ As quoted in Ali Rosyidi, *An analysis of speaking material in INTERLANGAUGE: ENGLISH for senior high school student year X published by National Education Department*, (UNESA: unpublished S-1 thesis, 2010, p.20

⁸ Nunan., David. 1991: *Language Teaching Methodology*; The Mc Grow Hill Companies. New York.

teaching materials.⁹ Beside that there are several problems and issues with the course books such as uninteresting topics, repetitive activities, and not enough language exposure. This in terms may affect the student's learning attitude and motivation. It was suggested that if ESL course books are to be used, it is necessary for the teacher to prepare and develop other activities.

They are considered as important aspect because they are resources to assist student to learn and teacher to teach. Teaching materials are the key component in most language programs. Furthermore, teaching material can achieve the competence and instruction's goal that is determined by school. Consequently, using material in the coursebook should be relevant to the recent curriculum and should be chosen based on its educational values.

Most importantly, the purpose of an academic curriculum are developing students' intellectual abilities in subject area, provide reward experience for the student to enhance their affective to the lesson, the materials is interesting, up to date information and easy to learn. Hence, the interest materials, up to date information, and good materials which is presented in the coursebook can stimulate them to study more and more.¹⁰ A good curriculum is not only designed for the students but also designed for the teachers. In other words, a good curriculum does not only educate the student but also teachers can teach based on

⁹ Angell, J., Dubravas, S. & Gonglewski, M. (2008). *Thinking globally, acting locally. Selecting textbook for college. Level language program.* Fpreign language annals, 41, 562- 572.

¹⁰ Cheng, D. & Wong, H.W. (2002). *Measuring Teacher beliefs about alternative curriculum design.* The curriculum journal, 13 (2), 225- 248

stated in the curriculum. Teachers can enhance the quality of teaching by see the indicators of curriculum, then student can apply it.¹¹

Coursebook is one of printed teaching materials that can be used to teach. Coursebook is used as teachers' guidance which can help teacher to prepare what have to teach tomorrow. Teacher also can ensure that student in different class can receive the similar materials by using coursebook. Coursebook does not always give complete materials and standard competence which relevant to the curriculum. It cannot be relevant to teaching learning context. An analysis coursebook is needed to know and reach good quality of book.

The main problem is duo to English coursebook is designed for the whole academic year. It may be relatively easy for student to be improved. However, the challenge is sustaining the motivation. Although motivation can be continued through varied class activities and the content of coursebook is uninteresting and repetitive, it will be problematic for the teacher how hard they try to teach.¹²

Teacher must be more selective to choose coursebook as guiding teacher to teach the student. Coursebook also must be appropriate to the basic competence in 2006 curriculum. Although the curriculum is not curriculum- based competence anymore, because the minister have changed to school- based curriculum, it is well known as KTSP, many schools or teachers still use coursebook which is competency- based curriculum.

¹¹ Schwartz, M. (2006). *For whom do we write the curriculum?* Curriculum studies, 38 (4), 449- 457.

¹² Harmer, J, *How to English Essex* (England: Pearson Education Limited, 2007

Because selecting English coursebook is important and crucial case in teaching/ learning process, teacher needs to make informed judgments and evaluate the appropriateness of coursebook as teaching materials based on the regulation of national education minister. Evaluation can be only done by considering something in relation to its purpose. Coursebook may be ideals for certain situation, but it may turn out to be unsuitable.

In this study, the writer will analyze English coursebook entitled “English Zone for senior high school students year XI” which is written by Eka Mulya Astutiand also published by Erlangga press on 2010. This coursebook is divided into seven units, each unit contains two or three lessons. Each lesson contains numerous features which cover four language skills. Listening skill put in the first part than speaking, writing and reading skill, It shows that listening is the first skill which should be learned by students.

Based on the reasons above, this study is conducted to analyze the English coursebook for senior high school entitled “English Zone for senior high school students year XI”. This study is just focused in the listening materials because listening skill is preliminary skill and considered as the pioneer skill. It will enhance students’ ability to communicate in English. So, this study is conducted to describe listening materials arrangement in the English Zone coursebook and also to know whether the listening worksheets on the coursebook are firmly appropriate to the school- based curriculum (KTSP) or not.

B. Research Question

Based on the background of the study which is explained above, the writer formulates the research questions as follows:

1. What are the arrangement of listening materials presented on English coursebook entitled “English Zone for senior high school students year XI”?
2. Are listening materials in coursebook entitled “English Zone for senior high school students year XI” which is published by Erlangga in 2010.” Appropriate to the basic competence of school- based curriculum?

C. Objectives of the Study

Based on the research question stated above, objectives of this study are stated as follows:

1. To describe how listening materials arrangement in English coursebook entitled “English Zone for senior high school students year XI”.
2. To know whether listening materials on coursebook “English Zone for senior high school students year XI” appropriate to the basic competence of school based- curriculum (KTSP).

D. Significant of this Study

Before selecting coursebook, teacher should match the listening materials in the coursebook with the listening indicators in the 2006 English standard competence. This study can help teacher to select coursebook as media to teach at

schools. Moreover, they will know how far the materials on it appropriate to the 2006 English standard competence.

Furthermore, the writer expectation is the result of this study can give contribution to the teacher and candidate of teacher in English education, information about how should good materials in the English coursebook or listening materials.

E. Scope and Limitations of the Study

This study is to describe the arrangement of listening materials in “English Zone” and analyze the listening materials in coursebook entitled “English Zone for senior high school students year XI”. The listening materials in this book are conformed to the basic competence of school- Based Curriculum. Thus, this study only analyzes listening materials in course book entitled “English Zone for senior high school students year XI”. It does not analyze teaching materials for other skills. Thus, the yield of this study might not be able to be applied to other teaching materials for other skill on this coursebook.

F. Definition of Key Terms

1. Analysis: an ability to break down the materials into its component parts, so the organization or its structure may be understood. This may include the identification of the part analysis of the relationship between parts and recognition of organization principle involved

2. Listening materials is the materials which usually consist of practical exercises, tasks, activity. Such as: Students listen and read the dialog then identification or fill the blank, rearrange etc based on the instruction on the coursebook.
3. English Zone is three- level coursebook that teacher and student can rely on to cover the complete range a depth of language and skills.
4. KTSP is developed from standard of content by school based their context and potentiality.