

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There is previous study that is conducted by Ani Afandiati. She was an English Department student in Surabaya State University. The research title is "An analysis of listening materials of listening materials on the textbook entitled "New English for a Better Life for Senior High School Grade XI" and it is published by PT. Pakar Raya. The research question are:

1. Are listening materials in textbook "New English for a Better Life for Senior High School Grade XI". Appropriate to the basic competence of Competence Based Curriculum?
2. How should the listening materials be developed if the listening materials on this book are not appropriate?

The result of the research:

1. Listening materials on textbook entitled "New English for a Better Life for Senior High School Grade XI". That is written by Helena I. R. Agustien, et. al. and published by PT. Pakar Raya, present that listening materials for all basic competence in Curriculum Based on Competence are not appropriate to the to the basic Competence of CBC. However, although this English textbook present all genres for all basic competence in CBC, the list materials on this textbook covers so few listening indicator of the basic competence in CBC.

2. In order to make listening materials appropriate to the basic competence in competence basic curriculum, these materials are developed and implement the three stages teaching listening. They are pre- listening, whilst- listening, post- listening.

The differences of this research with the previous research are:

1. The previous research analyzes English textbook entitled” listening materials on textbook “New English for a Better Life for Senior High School Grade XI”. And it is written by Helena I. R Agustien, et. al. However, in this the researcher analyzes English coursebook entitled” English Zone” for eleventh grader, it is written by Eka Mulya Astuti and published by Erlangga on 2010. The previous research analyzed English coursebook based on basic competence in CBC. However, in this study analyzes indicator of English coursebook/ based basic competence in KTSP.

So, because of so few research do this study or analyze listening materials In the coursebook. The researcher decides that it is needed to be analyzed to know the appropriateness content of coursebook before using it as guide or media to teach.

B. Curriculum

1. The Nature of Curriculum

We might consider that curriculum is a important thing in managing a course, school or a program. It also can be called as a framework for selecting and organizing learning experience. According to

Elih sutisnayanto in the article stated that curriculum as set of plan with regarding to the objectives, content, and learning material as well as the methods employed as guideline in conducting learning activities in order to achieve the goal of a certain education.¹

Curriculum also contains aboard description of general goals by indicating an overall education – cultural philosophy which applies across subject together with a theoretical orientation to language and language learning with respect to the subject matter at hand.² In sum, Curriculum is a planning about content and teaching learning materials as guideline in conducting learning activities in order to reach the goal of a certain education as well as the method employed.

2. The 2006 Curriculum (KTSP)

The latest curriculum which is applied in Indonesia is KTSP. This curriculum is legalized by the National Education Ministry of Indonesia in 2006. According to standard of national education, school based curriculum or KTSP is an operational curriculum that is organized and conducted by single educational unit. Now local school communities are responsible for designing the curriculum for their own school in accordance with the national standard and under supervision of the local government.

¹¹ Elih sutisna yanto, “An analysis the 2006 curriculum” (<http://www.Curriculum2006/ktsp.com> accessed on February 12, 2011).

² Dubin, Fraida and Elite Olshtain. 1986. *Course Design: Developing programs and materials for language learning*. Cambridge: Cambridge University press.

Thus, schools are given the freedom to develop and implement a curriculum which appropriate to the students' need. To arrange and develop their own curriculum should refer to national standard of education such as standard of content and standard of competence of graduate, or it can be called SNP. So, the definition of the 2006 curriculum is the curriculum which is developed from standard context and potentially. According to PERMEN No 23, 2006 stated that the standard competence of graduate of English for senior high school level is communicative competence in form the spoken and written for achieve information literacy level.

To improve the education in Indonesia, the ministry of national education has decided to bring in a new curriculum in all subject areas, including English. In 2004, the 2004 English language curriculum and its follow up, the curriculum of 2006, the ministry of national education introduced a new curriculum which introduce a new approach for teaching English that is the genre- based approach. It is suggested that teaching of English as a foreign language in Indonesia should be text- based.

There are twelve type of text for senior high school which are recommended by the 2004 curriculum and the KTSP, they are recount, narrative, procedural, descriptive report, new items, analytical exposition, persuasive exposition, spoof, explanation, discussion and review.³

However, not all of type of text consists of basic competence of standard

³ Depdiknas. 2005, *peraturan pemerintah republic Indonesia no 19 tahun 2005 tentang standar nasional pendidikan*. Jakarta: Depdiknas Republik Indonesia.

competence in listening skill. There are six of type texts in the basic competence, they cover recount, narrative, report, spoof, hortatory exposition and analytical exposition.

The senior high school students are expected to achieve target competencies especially target competencies of listening skill. Student is to respond the meaning of transactional and interpersonal conversation which covers in coursebook expression of asking and giving opinion, satisfy and dissatisfy, relief, pain, etc.

Basically, the 2006 curriculum is as similar with the 2004 syllabus. Principle of developing the 2004 competence- based syllabus are scientific based, student's need, systematic, relevant, consistent and adequate.⁴ While the different is theme and in teaching approach. The 2006 does not focus on theme and indicators are decides based on the students' need ability. Moreover, the 2006 syllabus emphasizes on learning process is performed interactive, inspirable, fun, challenging, motivating learners to involve actively, an given adequate space for innovation, creatively, autonomy based on learner's potential, interest, physical and physiological development.⁵

The standard competence and standard content of graduation of school- based curriculum. It is emphasized by Kepmendiknas No. 22 in 2006 that.

⁴ Dikdasmen 2004: 11 as quoted in elih sutisna yanto, *an analysis of school based- English curriculum*, februari 12,2011

⁵ Diknas 2006, *standar isi, standar kompetensi lulusan mata pelajaran bahasa inggris (SD/ MI, SMP/ MTS, SMA/ MA, SMK)*. Jakarta: Depdiknas.

“Standar isi (SI) untuk satuan pendidikan dasar dan menengah yang selanjutnya disebut standar isi mencakup lingkup materi minimal dan tingkat kompetensi minimal untuk mencapai kompetensi lulusan minimal pada jenjang dan jenis pendidikan tertentu”

“Standar Kompetensi Lulusan (SKL) merupakan kualifikasi kemampuan lulusan yang mencakup sikap, pengetahuan dan keterampilan sebagaimana yang ditetapkan dengan Kepmendiknas No. 23 Tahun 2006”⁶

Standar Isi contains a number of standards of Competency or Standar Kompetensi (SK). In context of standar isi, Standard of Competence or standar kompetensi (SK) can be defines as a competency is supposed to be mastered by students in every learning phase. In school based curriculum every standard of competency is descended into several basic competence or kompetensi dasar (KD). Basic competence can be defined as competence is supposed to be performed by students in every learning outcome.

According to BSNP, the Standar isi (SIs) for eleventh graders are:⁷

Semester I

- a. Understanding and expressing the meaning of transactional and interpersonal conversation in daily life context. (for example: giving and asking opinion, expressing satisfying and dissatisfying, advising, warning, accepting asking, showing felling relief, pain, and pleasure)
- b. Understanding and expressing the meaning of short functional text (for example: report, narrative, and analytical exposition)in daily life context

⁷ BSNP. 2007. *Model Kurikulum tingkat satuan pendidikan SMA*, Jakarta: Depdiknas.

Semester II

- a. Understanding and expressing the meaning of transactional and interpersonal conversation in daily life context.(for example: expressing attitude to something, showing feeling love and sadness, showing feeling shy, angry, and annoying)
- b. Understanding and expressing the meaning of short functional text (for example: announcement, advertisement, invitation, etc.) in daily life context
- c. Understanding and expressing the meaning of simple short functional text and monolog in forms of spoof, hortatory exposition, and narrative in daily life context.

C. The Definition of Listening

There are four skill should be taught in language teaching. They are listening, speaking, reading and writing. Speaking and writing are considered as productive skills while two others are receptive skills. Thus, listening is the receptive aural or oral skill.

Listening is a process to understand what the speaker wants to utterance. Listening needs entering actively and imaginatively into the other people's situation and trying to understand a frame of reference and it is not always easy task.⁸

⁸ S. I Hayakawa." *How to Attend a Conference.*" *The use of misuse of language*, ed. By S. I hayakawa. FawcettPremier, 1992

Many people claim that listening is passive skill. However, it is firmly wrong because it requires active involvement from the listeners. In order to reconstruct the meaning of speakers' message, the listener must be active to contribute from the linguistic and non- linguistic sources. Listening is active process which need the same skills of prediction, hypothesizing, checking, revising, and generalizing

Listening skill is vital for students because listening is the most frequently used. Listening and speaking are often taught together, but for beginners, especially non- literature ones, should be taught more listening than speaking. Because if learners often listen it will make them more understand what speaker's utterance.

Listening also consists of four stages, they are sensing and attending, understanding and interpreting, remembering and responding. The stages is happened in sequence, however we are generally unaware the sequence. Moreover, we can improve our listening skill through know the sequence then apply it.⁹

D. Developing Good listening materials

Teaching materials have important role and at the same time are a key in most language program. Teaching materials provides ideas on how to plan and teach lessons as well as formats that teacher can use. In teaching listening, the materials should help teacher to design the listening teaching/ learning process based on stages of listening lesson. Consequently, the teaching

⁹ Shila steinberg, *An introduction to communication studies*. Juta and Company Ltd., 2007

materials for listening comprehension should reflect the stages of listening lesson.

The stages of listening lesson consists of three stages.¹⁰ They are pre-listening, whilst- listening and post listening. Pre- listening stage, which can be called brainstorming activities, is to prepare the students before they do actual listening activity. These activities may involve simple question and answer orally or long written exercise. These activities aim to activate the students' background knowledge about the spoken text's topic in attempt to develop comprehension in the next stage (whilst listening). Whilst listening is the core of listening lesson. This stage involves various activities in which student practice to comprehension the utterance they listening. The activities of whilst listening: Kusuma Rasdiyati.(2004: 4)¹¹

1. Doing, by responding physically such as total physical response
2. Choosing, by selecting one of such alternative as pictures, object, texts or action.
3. Transferring, by transferring the message such as drawing a route on a map, of filling in a chart.
4. Answering, by answering spoken or written question about the text they listen to.
5. Condensing, by taking brief note or making an outline.

¹⁰ Fox J. W (1974) *Teaching Listening Skills*. English teaching Forum. January 31, pp. 16- 19.

¹¹ As quoted in Ani Affandiyati, *An analysis of Listening material in New English for Better Life: ENGLISH for senior high school student year XI published by Pakar Raya*, (UNESA: unpublished S-1 thesis, 2011, p.11

6. Extending, by going beyond the text such as continuing a story or solving the problem.
7. Duplicating, by simply repeating or translating the message.
8. Modeling, by performing a similar task, e.g. giving instruction.

The next listening stage at the end of lesson is post- listening. This stage aims to evaluate whether students comprehend what they have listened well or not and to integrate with other language skills like speaking. In speaking activities, for example, students may be asked to work in pair or group to do role play.

Thus good listening materials must be developed to support the three listening stages and to provide various activities which are involved in these stages. They also must help and facilitate teacher to teach listening by practicing these stages. In attempt to provide good listening materials, teachers must be excellently selective in deciding to use authentic materials and coursebook.

E. The definition of coursebook

Coursebook is student book which is used as media to teach and learn. It elaborates the materials both linguistic competence and communicative competence. Linguistic competence is the spontaneous and flexible as well as the correct manipulation of the essentials of the language system, whereas communicative competence involves principle of appropriateness and

readiness the part of learner to use the relevant strategies to solve certain language situation”¹²

There are many different kind of English as second language ESL coursebook that are designed for student of all levels ages. There are many reasons why English teacher have to use coursebook in the classroom. Because coursebook makes easier for teacher to prepare and activities fits well into the timetable.¹³

Other terminology for student’s book is textbook. According to Richard, Textbook is kind of printed materials that can be used to teach.¹⁴ Textbook is also used as teachers’ guidance which helps teacher to prepare what will be taught tomorrow.¹⁵ Using coursebook in Indonesia is common, because the benefit of coursebook is very much. Some of them are teacher can ensure that student in different class can receive the similar materials by using coursebook. Using course books has its share of benefits and advantages such as having a well organized content with a consistency in the topics and genres for the four skill area (listening, speaking, reading, and writing). They will help teacher to teach English better.

In conclusion, based on the definition above, the researcher can use the terminology both coursebook and textbook. Because, the core of different meaning is the book is student’s book which is used learners easier to study.

¹² Li Guanyi(ed) 1987 “*A New English Course*” Shanghai Foreign Language Education press.

¹³ Angell, J., Dubravas, S. & Gonglewski, M. (2008). Thinking globally, acting locally. Selecting textbook for college. Level language program. Fpreign language annals, 41, 562- 572.

¹⁴ Richard, Jack C 2001. *Curriculum Development in Language Teaching Cambridge*; Cambridge University Press.

¹⁵ Brown, H. Douglas. 2001. *Teaching By principles: an interactive approach to language pedagogy*, second edition. New York: Addison Wesley Longman.

And for teacher, using coursebook may also find it easier to teach since most of the preparation, including and types activities, audios and in some cases, achievement tests, are already done by publisher.¹⁶

F. The Advantages and Disadvantages of Coursebook

Coursebook have positive and negative effects and they depend on how they are used.¹⁷ From the school administration and some teacher's point of view, there are several advantages for basing the curriculum on a series of ESL course books. First, the course books have a clearly identified set of achievement objectives which include what the learners are expected to be able to do and what to expect next. The coursebook is planned and balanced selection of language content that can be easily followed by teachers and students.¹⁸ Second, when the teachers are teaching each unit in the course books, there is a consistency in the topics and genres in the four skills area (listening, speaking, reading, and writing). This allows for greater autonomy in the learning process.

In addition, many inexperienced teachers may find ESL course books to be useful and practical because the ready-made activities and lessons are easy for the teacher to prepare and to guide the teacher in their instruction. English as Second Language (ESL) course books are the cheapest and most relevant ways of providing learning materials to each student. All of these

¹⁶ Kayapinar, U. (2009). *Coursebook evaluation by English teachers*. INONU University Journal of the Faculty of Education, 10 (1), 69- 78.

¹⁷ Richard, Jack C. and Rodgers Theodore S. 2001. *Approach and Method in language Teaching*. USA; Cambridge University Press.

¹⁸ Opcit, 69- 78.

reasons make using course book is very popular choice in the English learning curriculum.

The disadvantages of coursebook are, there are a lot of activities in coursebook, student should do exercises based on the instruction. After a few lessons, many students may find the learning process boring and uninteresting. The second, teachers should consider is student motivation. Most college students expect their English courses to be something different from their high school English classes. So when we give them course books that are similarly designed as their past learning materials, the students may quickly lose their interest and motivation to study. This is because the similarities in the ESL course books may cause the students to feel bored due to the “sameness” or “repetitiveness” of the lessons and activities. According to Harmer (2007), it may be relatively easy for students to be extrinsically motivated; however, the challenge is sustaining that motivation. Although motivation can be sustained through varied class activities, if the content of the course book is uninteresting and repetitive, then sustaining the motivation will be problematic for the teacher no matter how hard they try.¹⁹

G. Criteria of an Appropriate English Coursebook

Selecting materials for teaching English, especially coursebook, is a big and crucial decision. Selecting materials should be based on the some

¹⁹ Harmer, J. (2007). *How to Teach English*. Essex, England: Pearson Education Limited.

criteria which may be applied. According to Richard, There are four criteria to select good coursebook. They involve:²⁰

1. They should correspond to the students' need. The coursebook should match the aims and objectives of the language learning program.
2. They should reflect the uses that learners will make of the language.
3. They should take account of students' need as learners and should facilitate their learning process.
4. They should have a clear role as a support for learning.

According to Sofyan, good materials should also provide²¹

1. Clear instruction so the students know how to carry out activities.
2. Activities which engage student's attention and interest.
3. Pupil with choice in what to say, and how to do activities.
4. Activities which make use of pupils experience.
5. A clear and meaningful purpose for pupils in doing things.
6. Opportunities for pupil decision and making responsibility
7. Activities which limit the number of mistakes a pupil can make
8. Opportunities to work in variety of ways e.g individual pair, group.

On the other hand, according to Crawford in Richard and Renadya mentioned that some good criteria of teaching- language materials, including coursebook, should be effective as follows:²²

²⁰ Richard, Jack C. and Rodgers Theodore S. 2001, 258: *Approach and Method in language Teaching*. USA; Cambridge University Press.

²¹ As quoted in Ani Affandiyati, An analysis of Listening material in New English for Better Life: ENGLISH for senior high school student year XI published by Pakar Raya, (UNESA: unpublished S-1 thesis, 2011, p.15)

1. Material in the coursebook must contextualize the language they present
2. It should be on whole texts, language in use.
3. The language used in the coursebook should be realistic and authentic.
4. Materials in the coursebook have to include an audio visual component
5. It has to advance the students autonomy.
6. It needs to be flexible enough to provide individual and contextual differences.

In sum, the best criteria of a good coursebook are relevant to the objectives of the lesson and must be in line with the recent curriculum applied. On the other word, teaching materials on a coursebook must cover the indicators of the recent curriculum. Because the students' need and interest constitute a consideration of good coursebook, teacher has to tightly selective to determine the appropriate coursebook covering all criteria mentioned above.

H. Appropriates Coursebook for Listening Material

The use coursebook in the teaching learning process is very important. Because, beside there is negative effect, it also brings potential positive effect to make easier teacher to teach. However, if the teacher uses coursebook as media to teach, the listening materials should be relevant to the recent curriculum. Appropriate coursebook for listening material is the coursebook which cover most listening indicators of basic competence in school based

²² Richard, J C. and Renadya, Willy A. 2002. *Methodology in language Teaching: An Anthology of cuurent Practice*. USA: Cambridge University Press.

curriculum. The ideal coursebook is relevant to the recent curriculum. In Indonesia, we as well known as KTSP, the 2006 curriculum. Coursebook arranged based on textbook assessment which is determined by BSNP and refers to standard content which has determined by minister of national education.²³

It has mentioned above that basically the 2006 curriculum is as similar with the 2004 syllabus. Appropriate coursebook is important to match the materials with the goals and objectives of the program.²⁴ Hence, the materials on it must be relevant to the curriculum, especially the goals or objectives of the lesson, which is reflect through covering the indicators.

Moreover, appropriate coursebook will enable the test makers (government and teacher) easy to make the same test for student since they consider that the coursebook that the teacher and student use as the teaching guide in the classroom have been derived from the curriculum. So, the test items are presented refer to the materials in the coursebook. However, the inappropriate English coursebook is the coursebook which cover so few indicators of the skill, especially listening skill, for the basic competence in school- based curriculum.

²³ Peraturan menteri pendidikan nasional nomor 22 tahun 2006

²⁴ Nunan, David. 1991: *Language Teaching Methodology*. The Mc Grow- hill Companies. NewYork.

I. Type of Oral Text for Eleventh Grader of Senior High School Students Based on The School- Based Curriculum

The 2004 curriculum and the KTSP recommend the introduction of at least twelve types of text for senior high school: recount, narrative, procedural, descriptive, report, news item, analytical exposition, persuasive exposition, spoof, explanation, discussion and review.²⁵ However, the implementation of oral text in basic competence of standard competence consists of five type of text.²⁶

1. Report

The purpose of report text is to describe the way things are, with reference to a range of natural, man- made and social phenomenon in our environment.

2. Narrative

The purpose of narrative text is to tell a story to entertain or inform the listeners

3. Analytical Exposition

Analytical Exposition text is to persuade the reader or listener that something is the case

4. Spoof

The purpose of spoof text is to tell past event which has unexpected and has funny ending.

²⁵ Depdiknas. 2005, peraturan pemerintah republic Indonesia no 19 tahun 2005 tentang standar nasional pendidikan. Jakarta: Depdiknas Republik Indonesia.

²⁶ Slamet setiawan. Standard isi, standard kompetensi lulusan (fbs unesa, 2006) 315-318.

5. Hortatory Exposition

The purpose of this text is to persuade the reader or listeners that something should or should not be the case. The hortatory Exposition begins with the thesis. Then, it's followed by some arguments. After that, it gives a recommendation at the end of the text.

J. English Zone

English zone is English coursebook which is published on 2010. it consist of 215 pages, including numerous features, theme, seven unit and each unit consist of 2 to 3 lessons, each lesson consist of some activities as practical exercises, and listening script.

The author also uses Indonesia context and stories which will make student more familiar with their culture and hopefully love their country more.

The listening material in the coursebook is taken in the first part of each unit. It shows that listening materials is the most important skill which should be studied before learners study other skills.