

REVIEW RELATED LITERATURE

A. Review of Related Literature

A Cousebook is students' book which is used as media to teach and learn.¹ It elaborates the materials both linguistic competence and communicative competence. Linguistic competence is 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.²

A Textbook is used as teacher guidance which helps teacher to prepare what

³ Jack C. Richard. *Curriculum Development in Language Teaching* (Cambridge: Cambridge University press, 2001), 251

will be taught for students.⁴ Using coursebook in indonesia is common. It gives a lot of benefit, one of them is teachers can ensure that student in different class can receive the similar material by using coursebook. Using a coursebook shares the benefits such as having well organized content with a consistency in the topic and genres for four skill areas (listening, speaking, reading, and writing). They will help teachers to teach English better.

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.⁵ In addition, coursebooks constitute an effective resource for self-directed learning and for presentation of material, a source of ideas and activities, and a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who may be lacking in confidence.⁶

From the descriptive above, it is concluded that coursebook is the other term of textbook. As the core of different meaning of coursebook is student's book, which is used learners easier to study. A coursebook helps to provide a route map for both teachers and learners, making it possible for

⁴ H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Addison Wesley Longman, 2001), 104

⁵ Angell, J., Dubravas, S. & Gonglewski, M. (2008). Thinking Globally, Acting Locally. *Selecting Textbook for College. Level language program. Foreign language annals*. 41, 562- 572

⁶ Alan Cunningsworth, *Choosing ...*, 15

challenges of course design. Deciding which challenges can productively address depends on attention and understanding of institutional and cultural context.

A coursebook design is a system in the sense that planning for one component will contribute to others, changes to one component will influence all the others. If the coursebooks are clear and articulated about content, it will be easier to write the objective. If teachers change the content, the objectives will need to change to reflect the changes to content, as will the materials and the assessment plan.¹⁰ If teachers have a good plan in designing the material for assessing students learning, it will help teacher design the appropriate coursebook. If teachers change the approach to assessment, it will have an impact on the content, the objective and so on.

In conclusion, designing a coursebook is a work in process in its whole, parts, and its implementation. Each aspect of course designed, the content, objectives, need assessment, material, and evaluation are works in progress both in their conception and in their implementation. Therefore, that it can achieve the goal or objective of the lesson.

¹⁰ Kathleen Graves, *Designing ...*, 4

3. Material Development

Materials development is now not only undertaken by practitioners but is also a field of academic study. As a practical activity, it involves the production, evaluation and adaptation of materials. As a field, it investigates the principles and procedures of the design, writing, implementation, evaluation and analysis of materials. Ideally, these investigations both inform and are informed by the development and use of materials.¹¹

Writing material activities in coursebook are normally of the controlled or guided kind, where a model is given and the task is produce something similar, usually based on additional information given. The types of writing task given can be quite varied and include factual accounts such as a report for a newspaper, filling in grids, writing notes to others, making list, filling in grids, writing notes to others, making list, summarizing text and many others. Different kind of writing have different conventions for their organization and expression, and a coursebook should cover as many of these as is appropriate for level and aims of the learners.¹⁸

5. Writing Material Skill in K-13

¹⁷ Jeremi Harmer, *How to teach English* (England: Longman, 2001), 79

¹⁸ Alan Cunningsworth, *Choosing ...*

centered, and communicative approach put the focus on the learner.²¹

Therefore, this textbook lets learners to active to acquire their target language.

6. Core Competency (KI) of K-13

Based on Curriculum of 2013, the structure of K-13 consist of organizing of core competency, subjects, the load time of learning (the whole load of activities that must be followed by students in one week, one semester, and one year), and basic competencies.²² However, the researcher limited to focus on the related topic to the Core Competency 1, 2, 3, 4 (KI-1, KI-2, KI-3, and KI-4) and Basic Competency (KD) which is formulated to achieve goal of learning.

The Core Competency (KI) stated in the standard of K-13 was designed by PERMEDIKBUD along with the increasing age of students in a particular class. Through those core competencies, basic competencies of vertical integration in the different classes can be maintained. The formulation of core competence has its own classification such as the following.:²³

- a. Core Competence 1 (KI-1) that covered for core competencies of spiritual attitude

²¹ Peraturan Menteri Pendidikan ... , 7

²² Peraturan Menteri Pendidikan dan Kebudayaan Pemerintah Indonesia, Permendikbud., *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 68 Tahun 2013 Entang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah*. (Jakarta: Permendikbud, 2013), 6-8

²³ Peraturan Menteri Pendidikan ... , 7

and connecting with other concept then conveying to teacher or friend orally or written.²⁵

7. Basic Competency of K-13

The following Basic Competencies (KD) from KI-4 included the activity writing in grade VII which stated in the standard syllabus of curriculum of 2013 consist of 14 KD which contain of 9 KD which required to writing skill material and 5 KD include speaking material.

a. Writing Material

Those are the following of writing material. It can be identified by the characteristic of writing activity in the main competence. Those are:²⁶

- 1) (KD 4.2) Developing simple oral and written texts to express, ask, and respond to self-introduction, name of the day, the month, the name of the time of day, time in the form of numbers, date, and year, ask for identity, ask for the names of animals, objects, and public buildings are close to the students' everyday lives,
- 2) (KD 4.3) Developing oral and written texts to express and ask for the name of the day, the month, the name of the time of day, time in the form of numbers, date, and year. With the correct linguistic elements in context,

²⁵ Peraturan Menteri Pendidikan ... 6-8

²⁶ Translated from the source Peraturan Menteri Pendidikan ... 58-61 (Translated see appendix VIII)

- 3) (KD 4.5) Developing oral and written text to explain and ask for identity, with a very short and simple, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.
- 4) (KD 4.6) Developing oral and written texts to express and ask for names of animals, objects, and public buildings are close to the students' everyday lives, with due regard to the social function, the structure of the text, and linguistic elements are correct and appropriate context.
- 5) (KD 4.7) Developing written text label name (label) and a list of items (list), with due regard to the social function, the structure of the text and correct linguistic elements and in context.
- 6) (KD 4.8) Developing oral and written texts to express and ask the nature of people, animals, and objects, taking into account the social function, the structure of the text and correct linguistic elements and in context.
- 7) (KD 4.9) Developing oral and written text for stating and asking behavior/ action/ function/ of the person, animals, and objects, with the correct elements and appropriate language context
- 8) (KD 4.11) Developing text instruction short notice, warning signs / caution, oral and written, with very short and simple, with attention to

the social function, the structure of the text, and linguistic elements are correct and appropriate context.

- 9) (KD 4.13) Developing oral and written descriptive texts, very short and simple, about the people, animals, and objects, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context.

b. Speaking Skill

It is found that five contains of basic competences included speaking skill, with the reason that contents of those basic competence tend to include speaking skill. Those are the following:²⁷

- 1) (KD 4.1) developing oral for asking and responding greeting, farewell, thankful, apologizing, with the correct linguistic elements in context.
- 2) (KD 4.4) stating meaning of identity orally and written with very short and simple.
- 3) (KD 4.10) stating the meaning of instruction text (*Intruction*), (*short notice*), (*warning/caution*), oral and written with very short and simple.
- 4) (KD 4.12) stating the meaning in the descriptive text oral and written, with very short and simple.
- 5) (KD 4.14) comprehending the meaning of song.

²⁷ Translated from the source Peraturan Menteri Pendidikan ... 58-61 (Translated see appendix VIII)

Based on field data, five of basic competences stated above included speaking skill with the reason that those statements of each basic competence consider not to include writing skill material.

The English basic competence (KD) in grade VII which stated in the standard syllabus of curriculum 2013 consist of 13 KD which contain of 9 KD required to writing skill material and 4 KD include speaking material.

8. Challenges in Developing Material

Developing material is required for teacher in order it is able to achieve learning objective in the class. However, developing material is a hard task.²⁸ Therefore, it is become challenges in developing material. Challenges based on Graves means that the issues or the situation of being faced with someone that need great mental or physical effort in order to be done successfully.²⁹ In addition, the teacher's situation are not unusual, as teachers are increasingly being called upon to designed the courses they teach, so it is quite challenging. Based on Graves, she stated that challenges as the teacher educator, was draw on teacher's experience to provide material with a good conceptual framework of a course.³⁰ It means develop their experiences in a course development and recognize how that experience can serve as basis for developing new courses or modifying existing one. In addition, Richard also

²⁸ Azadech Gholaminia Tabari, “Challenges of Language Syllabus Design in EFL/ESL Context”. *Journal Language Teaching and Research*. Vol. 4, No. 4, pp. 869-873, July 2013, 869

²⁹ Kathleen Graves, *Teacher as Course Developer*. (Cambridge: Cambridge University Press, 1995), 1

³⁰ Kathleen Graves, *Teacher ...* 2

that only a small portion of good teacher are also good designers of course material. Therefore, the challenges sometimes found when developing material.

Furthermore, the researcher classified some challenges theory in developing material based on some expert. In can be classified as follow:

a. Students' need

Student's need become one of challenges based on Richard. He stated that one of basic assumption of developing material is based on analysis of students' need. It is purpose to find out language skills a learner needs in order to perform particular role, and also help to designed material to achieve learning goals. In addition, to collect information about particular information about learner's problem.³¹ In addition Graves also stated that analyzing students need in developing material is not a valuable free progress, it is influenced by the teachers' view of what the course is about, the institutional constraints and students perception. Furthermore, for many students, need analysis is an familiar procedure, and they may have difficulty articulating their purposes or needs.

b. Communicative Contents

As Richard's statement, course contents probably became the most basic issue in course design.³² Because designing communicative content

³¹ Jack C. Richard. *Curriculum development ...* , 51-52

³²Jack C. Richard, *Curriculum Developing ...* 263

challenges in developing material. those are students' need, designing communicative content and finding appropriate resource.

B. Previous Studies

There are some previous studies focusing in analyzing coursebook. The first study was conducted by Hifniyah entitled *An Analysis of Listening Materials in “English Zone” Coursebook for second grade of Senior High school Students, 2012*. This study analyzed the appropriateness of listening material an English coursebook entitled “English Zone” for eleventh grader by Erlangga on 2010 to the indicator of English Coursebook based on basic competence in KTSP an English coursebook entitled “English Zone” for eleventh grader by Erlangga on 2010.³⁶ The similarity of this research with this research is analyzing coursebook which is appropriate to the curriculum or not. On the contrary, the difference of this research with the previous study is analyzing the writing materials in coursebook design by students in IMALT Class English Teacher Education in the Faculty of Education Teacher Training in UIN Sunan Ampel Surabaya.

In addition, Ahmad Sultoni conducted another research under the title “*The Relevance of Textbook to Reading Materials Based on KTSP in Improving Students’ Reading Skill*”. This research focused on to analyze the relevance of textbook to reading materials based on *KTSP* in improving students’ reading skill. This research is conducted at SMPN 33 Surabaya. Based on *KTSP*, each school has an authority to arrange lesson plan and decides the textbook which is used in learning process. In this case the government has provided the textbooks for

³⁶ Hifniyah “*An Analysis of Listening Materials in “English Zone” Coursebook for second grade of Senior High school Students, 2012*”. (Surabaya: IAIN Sunan Ampel Surabaya, 2012)

