CHAPTER II

REVIEW RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories that support this study. It deals with the theories related to coursebook, material development, and writing material, core competency of Curriculum 2013, basic competency (KD) of Curriculum 2013.

A. Review of Related Literature

1. Definition and the Role of Coursebook

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

Another terminology for student's book is textbook. According to Richard, a textbook is a kind of printed materials that can be used to teach.³ A Textbook is used as teacher guidance which helps teacher to prepare what

¹ Jack C. Richard. *Curricullum development in Language Teaching* (Cambridge: Cambridge University press, 2001), 252

² Li Guanyi(ed) 1987" *A New English Course*" Shanghai Foreign Language Education Press. ³ Jack C. Richard. *Curricullum 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. Doughlas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*, Second Edition (New York: Addison Wesley Longman, 2001), 104

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

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

them to look ahead to what will be done in a lesson as well as to look back on what has been done.

2. Coursebook Design

Designing a material is an important part of most English teaching program in teaching material, such as textbook, videotapes, and some resources to the internet. Moreover, teachers rely heavily on a diverse range of material to support their teaching and their student's learning. However, despite the current rich array of English language teaching materials commercially available, many teachers continue to produce their own teaching material for classroom use. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting, and making material to use in their teaching.⁷

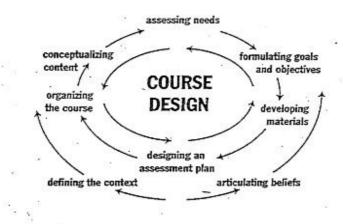
Designing a language course has several components. Classic model of curriculum design as well as more recent models agree on most of the components, although they may subdivide some of them and give them slightly different names. These components comprise setting objective based on some form of assessment, determining content, materials, and method, and evaluation. ⁸

⁷ Jocelyn Howard.— Jae Major. *Guidline for Designing Effective English Language Teaching Materials* (www.paaljapan.org/resources/proceedings/PAAL9/pdf/Howard.pdf accessed on April 04, 2015)

⁸ Kathleen Graves, *Designing Language course : A Guide for Teachers*(Canada: Henle & Henle Publisher, 2000), 3

Figure 2.1

A Framework of Course Development Processes



Before designing a course, teachers can begin anywhere in the framework, as long as it makes sense to teachers to begin where teacher does. What make sense, it will depend on beliefs and understandings, articulated or not, and the reality of the context and what teachers know about the students. For that reason, articulating beliefs and defining one's context are on the bottom of the chart to serve as the foundation for other processes.

Deciding where to begin will depend on how teachers know the situation or problem appear, that how teachers determine the challenges that most productively address within the context. When teachers design a course, means examining, framing, and attempting to solve the dilemmas of classroom practice become examining, framing, and attempting to address the

⁹ Kathleen Graves, Designing ..., 4

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, pairs, 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

Developing material is the planning process by a teacher to create the units that will help students to achieve the goal and objective of the course.¹² In a sense, it is the process of making the syllabus being more specific. Teachers develop syllabus into material and activities that will be used in the classroom. For a teacher, designing a course material development means creating, choosing, and organizing the materials and activities so that students can achieve the objectives and the goal of the course.¹³

In addition, based on Richard in his book *Curriculum Development in Language Teaching* stated that materials include informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language)

11 Brian Tomlinson, 2012. "Materials Development for Language Learning and Teaching".

Cambridge University Press Lang. Teach. 2012, **45.2**, 143–179

12 Kathleen Graves, *Designing* 149

¹³ Kathtleen Graves, *Designing*... ,150

and exploratory (helping the learner to make discoveries about the language). As different learners learn in different ways, the ideal materials aim to provide all these ways of acquiring a language for the learners to experience and sometimes to select the material. However, the reality is that most commercially produced materials focus on informing their users about language features and on guiding them to practice these features, a fact that is highlighted by Richard's statements that 'instructional materials generally serve as the basis of much of the language input that learners receive and the language practice that occurs in the classroom'. ¹⁴

4. Definition of Writing Material

Writing makes use of different language resource than speech, for instance paragraphing, spelling and punctuation.¹⁵ The purpose of writing material, in principle is the material contains an activity such as giving the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.¹⁶

.

¹⁴ Jack C. Richard. Curricullum development ... , 251

¹⁵ Alan Cunningsworth, *Choosing your Coursebook*. (Cambridge: Cambridge University Press), 1995,

¹⁶ Penny Ur, A Course in Language Teaching (Cambridge: Cambridge University Press, 1999), 70

Writing skill material in coursebook material included productive skill while two others are receptive as a basic language skill which students need to know how to write letters, how to put written reports together, how to reply to advertisement, how to write using electronic.¹⁷

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

The legislation number 20 year 2003 on the National Education System states that a set of curriculum is about the plan of the purpose, the contents, teaching materials and the methods used as a guideline the teaching of learning process to achieve certain educational objectives. Based on the meaning, there are two dimensions of curriculum. The first is about the purpose of the plan and setting, the contents, and lessons learned while the

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

¹⁸ Alan Cunningsworth, *Choosing* ...

way used to learning activities is the second part. Curriculum 2013 was firstly applied in 2013 / 2014 to fulfill both the dimensions. ¹⁹ Curriculum 2013 have aim to prepare the indonesian students to have the ability to live as personal and citizens who has faith, productive, creative, innovative, and affective norms and able to contribute to social life of , national , sense of national , and civilization the world.

Based on the research discussion found by Rindawati, et.al in Journal, it was stated that writing material stated in curriculum of 2013 has the purpose is to develop learners' communicative by encouraging the learners to build test, to initiate role in using language, to focusing on meaning and to build positive affective aspect through teaching and learning process. ²⁰ The teaching and learning process using the book emphasizes on learner-centered activities where the teacher' roles are to facilitate and to monitor the activities. Whereas, the learners' role is be active in developing the communicative activities that will have positive effect on their communicative competence. Moreover, this also in line with one aspect in 2013 curriculum as stated in the regulation of Ministry of Eduaction and Culture (PERMENDIKBUD Number 68, 2013) saying that emphasizes on learner centered rather than teacher-

_

¹⁹ Peraturan Menteri Pendidikan dan Kebudayaan Pemerintah Indonesia, Permendikbud., Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Rebublik Indonesia Nomor 68 Tahun 2013 Entang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/Madrasah Tsanawiyah. (Jakarta: Permendikbud, 2013), 1

²⁰ Ridawati, et.al, "An analysis on english textbook "Bahasa Inggris: When English Rings the Bell", English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University, 11

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 Rebublik 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

- b. Core Competence 2 (KI-2) that covered for core competencies of social attitudes;
- c. Core Competence 3 (KI-3) that covered for the core competencies of knowledge;
- d. Core Competence-4 (KI-4) that covered for the core competency developing skills.

Although all of KI are important, the writer limited focuses on number 4 (KI-4) because writing material presented in curriculum of 2013 stated in Core Competency 4 (KI-4) of Syllabus K-13 that *trying, processing, and showing in the realm of the concrete (using, analyzing, composing, modifying, and creating) and the real of the abstract (writing, reading, counting, drawing, and arranging) in accordance with that have been learned in school and other similar sources in viewpoint/theory.²⁴ The writer concentrated on the Core Competency number 4 with the reason that the matter and activity stated in KI-4 reflect to develop all skills that support the achievement in all criteria in KI-1, KI-2, KI-3. The activity showed in every chapter of coursebook should be appropriate to the material arrangement of KD in KI-4. In every chapter should have such as project, problem solving, or concluding*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Translated from the source Peraturan Menteri Pendidikan ... 58-61

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 Contex". *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 particulat 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. Curricullum development ... , 51-52

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

need much guidance and appropriate lesson to the learners. The content should consist of the culture decision about coursecontent that reflect the planners' assumption about the nature of language, language use, and language learning. These can be organized as efficient basis for second language learning.³³.The material purpose should have the interesting contain, well-organized, appropriate with students' proficiency level, and appropriate with students' need.³⁴

c. Find the Appropriate Resource

Find appropriate resource became one of challenges. Here, focuses on selecting or adapting the resource taken from foreign resources since many material references exist in English resource. Graves also stated in her book "Teacher as Course Developer" that course design depends on the constraints and resources of developer situation and how they perceive them.³⁵ Therefore, reference become a challenge since developer needs to use their chosen to determine which aspect what is useful and appropriate to work with teacher and learner experience or culture

Therefore, some challenges in this research means the issues or the difficulties faced by students in IMALT Class in developing material. After analyzing some challenges based on experts. The researcher find the main

.

³³ Kathleen Graves, *Teacher as Course Developer*. (Cambridge: Cambridge University Press, 1995), 9

Rathleen Graves, *Teacher as*, 20

Kathleen Graves, *Teacher as*, 20

Stathleen Graves, *Teacher as*, 9

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. 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)

students with very affordable price. Unfortunately, further research is still needed to analyze the quality of the text book. Therefore, the arrangement of textbooks certainly notices instructional materials which are appropriate to be presented, including the procedure for the presentation of materials in accordance with the type and condition of the students. When the researcher run the research at first time, the problem had been founded. The school has policy to open two bilingual classes in 2010. The bilingual classes use same English textbook with regular class. The result of this research is the conformity of reading materials in a textbook to *KTSP*. The reading materials in this book are good enough based on English teacher assessment indicator. The teacher hoped there must be a difference between textbook for regular classes with bilingual classes because it will affect the learning outcome. There is an improvement on students' reading skill, although the textbook is too easy for the bilingual classes.³⁷

In addition, the thesis conducted by Laila Usi Qodriani under the title "Analisis Buku Sekolah Elektronik Bahasa Inggris Smp/Mts Kurikulum 2013 WHEN ENGLISH RINGS THE BELL." This study aims to determine the quality of the English electronic textbook in Curriculum 2013 for Junior High School grade VII 'When English Rings the Bell' through the analysis of the use of language and content, linguistic coverage, considerations are used seen from the principle of second language learning.

-

³⁷ Ahmad Sultoni, "The Relevance of Textbook to Reading Materials Based on KTSP in Improving Students' (Surabaya: UIN Sunan Ampel Surabaya, 2013)

Based on the results, the nature of language and language use situations considered to be quite good, although it should be evaluated against the use of some vocabulary. Dialogue used in this textbook is the communication of daily life using shor sentences and the reading text is interest the student. Cultural situation presented only focused on Indonesian culture without any knowledge of the native cultures. The learning is about the differences in gender, race, and religion given through pictures. Research on the linguistic coverage showed that there is no activity of pronunciation concern in form of written, no summary of the rules of grammar usage, and use of teaching aids such as tapes, recordings, video and others is not optimize. But the aspect of reading, vocabulary aspects, and aspects of writing is good because it is given to the various forms and is able to improve the language skills of the students on. In terms of relevance to second language learning principles are the integration of the various skills of language integration between skills such as listening and speaking skill integration, reading and writing skills integration, and speaking and writing skills integration. The use of visual aids in this book is also very helpful to understand the students learning the target language.³⁸

Those are some result from research which is conducted by some people, and most of them are talking about the coursebook evaluation, especially the content of textbook in a school and certain skill evaluated. Thus, the researcher

³⁸ Laila Usi Qodriani, Thesis: "Analisis Buku Sekolah Elektronik Bahasa Inggris Smp/Mts Kurikulum 2013 When English Rings The Bell." (Yogyakarta: Univesitas Gajah Mada, 2014)

analyze writing skill material design by student of IMALT Class conducted in English Education and Teacher training UIN Sunan Ampel Surabaya and researcher focus to measure the appropriateness of coursebook design with the Curriculum K-13 or not.

