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 theory related to course book, materials development, speaking materials, and core competency of curriculum 2013 (K13), and basic competency (KD) of curriculum 2013 (k13).

A. Review Of Related Literature

1. Definition And The Role Of Course Book

A media has purpose to help student and teacher in learning activity. Teachers usually use some media to help them organize the teaching and learning activities in consistently and genres for four skills area (speaking, listening, reading and writing). Other expectation to use media is to help teachers easier in explaining the materials. One of media which common used by the teacher is course book. The textbook is easy to buy, to carry, and to study. Even though there are so many kinds of media rivaling the printed materials of communication, the textbook remains the major source in school. Other definition of course book is "stimulus and instrument in teaching and learning"[1]. Other terminology of course book is students' book. According to Jack C Richard a course book is the printed

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[1]Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), p. 175.

materials that can be use for teaching activity[2]. 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.[3]

From the description above, we can conclude that course book is printed materials that helps student to make easier understanding the materials. A course book is kind of media which helps teacher to prepare the materials and it can be route maps for both teacher and learner, to look ahead what will be materials in the next class, and to look back on what lesson has been done.

2. Designing course book

As teachers, designing a course book is important activity in teaching program. Other terminology of course book is course materials. Most of teacher focus on selecting, evaluating, adapting, and designing materials for their students. [4]

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[2] Richard, Jack C. *Curricullum Development in Language Teaching.* Cambridge: Cambridge University press, 2001.

[3] Alan cunningswort, *choosing your…..15*

[4] 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)

There are several rules in designing materials, those are:[5]

a. The English speaking materials should create the productive, joyful, and without stress learnings.

b. The English speaking materials should integrate the language skills and the content.

c. The English speaking material should contain linguistic and communicative competence.

d. The English speaking materials should be able to optimize the students' potentials through conscious and unconscious suggestion.

e. The English speaking materials should promote natural, social, and moral realities (good character).

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.

3. **Speaking materials**

Speaking is one basic skill that we have to master in learning English, because its skill is the main purpose for communication. Speaking is like singing. It means we have to go-up and down our intonation voice

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[5] Santoso Didik *Developing Speaking Materials For English Education Department Students Based On Accelerated Learning Approach* Asaihl Conference Nanyang Technological University Singapore, December 3-5, 2014

in different level. A student of a music have to combine the voice with the sounds music harmonic as well as speaking. In speaking, we have to combine; vocabularies, intonation, pronunciation, grammar and other aspect for delivering our speaking to the audience. In learning English, speaking is important skill. To be master in speaking we have to learn about speech of sounds, spelling, pronunciation, vocabulary and other aspect.[6]

Bygate stated Other terminology of speaking, a skill deserves every bit as much as literary skill, in both of first and second language. There ae two basic ways, he adds, which speaking can be seen as skill, they are: [7]

a. Motor perceptive skill, including articulation, perceiving, recalling, in the correct order sounds and the structure of the language.

b. Interaction skill, which cover making decision about communication, such as what to say, how to say it and whether to develop it, in accordance with one's intention, with maintaining the desire relation with other.

Bailey stated that speaking is the production skill that consist of producing systematic verbal utterance to convey the meaning.[8] based on the description above, we can conclude that skill diverse every bit to convey

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[6] Buechener,CarlW 2007 *Education and Language.* Austria
[7] Bygate . 1987 *Language Teaching: A scheme for Edecation.* Oxford. Oxford University.
[8] Bailey, K. M 2005 *S peaking in Practical English Language Teaching* Singapore:MrGrawwHill.

the speaker meaning to the audience. In addition, the researcher adds that someone who speak in foreign language have to know the rule of that language, like grammar, vocabulary, pronunciation, and word-formation. In addition, they have to apply those sub skills when they are communicate using that language.

4. **Core competence (KI) of K13**

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.[9] 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 PERMENDIKBUD 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

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

formulation of core competence has its own classification such as the following:[10]

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

b. (social affective) Core Competence 2 (KI-2) that covered for core competencies of social attitudes;

c. (cognitive) Core Competence 3 (KI-3) that covered for the core competencies of knowledge;

d. (psychomotor) 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 3 (KI-3) and 4 (KI-4) because speaking skills is related with other skills such as listening stated in core competency number 3 (KI-3) and speaking 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.* The

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

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

5. **Basic Competency of K-13**

The following Basic Competencies (KD) from KI-4 included the speaking activity in grade VII which stated in the standard syllabus of curriculum of 2013 consist of 14 KD which contain of 12 KD which required to speaking skill material:[11]

Basic competence number 3 (KI-3)

1) (KD.3.1) Understanding written and oral text for asking and responding greeting, farewell, apologizing.

2) (KD.3.2) understanding written or oral text for simple and short self-introduction with the social function and correct in linguistic elements in context.

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

3) (KD.3.3) understanding social function, text structure, and linguistic aspect in written and oral text in mention names of day, months, time year in numeral aspect.

4) (KD.3.4) Understanding social function, text structure and linguistic aspect in delivering short simple self-identity.

5) (KD.3.4) Understanding social function, text structure and linguistic aspect in delivering short simple self-identity.

6) (KD.3.6) Understanding social function, text structure and linguistic aspect to mention *label* and *list*.

7) (KD.3.7) Understanding social function, text structure and linguistic aspect to mention the characteristic of people, animals, and things.

8) (KD.3.8) Understanding social function, text structure and linguistic aspect to mention oral and written the behavior of people, animals, and things.

9) (KD.3.9) Understanding social function, text structure and linguistic aspect to mention oral and written short simple instruction, notice, warning or caution.

10) (KD.3.10) Understanding social function, text structure and linguistic aspect to mention oral and written description of people, animals, and things.

Basic competence number 4 (KD.4):

1) (KD.4.1) Developing oral for asking and responding greeting, farewell, thankful, apologizing, with the correct linguistic elements in context.

2) (KD.4.2) Developing simple oral and written texts to express, ask, and respond to self-introduction,

3) (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,

4) (KD.4.4)Stating meaning of identity orally and written with very short and simple.

5) (KD.4.5) Developing oral and written text to mention the names of animals, things, and buildings based on students daily live.

6) (KD.4.6) Developing oral text about label and list with due regard to the social function, the structure of the text and correct linguistic elements and in context.

7) (KD.4.7) Developing oral and written texts to express and ask the nature of people, animals, and objects, taking int account the social function, the structure of the text and correct linguistic elements and in context.

8) (KD.4.8) 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.

9) (KD.4.9) developing short simple oral instruction, warning, caution text with the correct element and appropriate language in content.

10) (KD.4.10) stating the meaning of instruction text (*Intruction*), (*short-notice*), (*warning/caution*), oral and written with very short and simple.

11) (KD.4.11) Developing short simple oral and written description text about people, animals, object with the correct elements and appropriate language in content.

12) (KD.4.12) stating the meaning in the descriptive text oral and written, with very short and simple.

B. Previous Study

There are some researches that were conducted by researcher focused in analyzing course book. On those research there are many similarity with this research, but, there are many differences on the topic and focus with this research:

The first study was done by LIMSUI entitled *An Analysis of the Speaking Materials on "English on Sky" Published by Erlangga for First Grader of Junior High School, 2011*. This study analyze appropriateness the speaking materials in course book entitled English on sky published by Erlangga on 2011 to the indicator course book based on basic competence in

curriculum KTSP.[12] 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 speaking materials in coursebook design by students in IMALT Class English Teacher Education in the Faculty of Education Teacher Training in UIN Sunan Ampel Surabaya. The result of the study that was done by Limsui showed that speaking materials in the text book entitled *English on Sky* published by Erlangga did not relevant with the criteria of curriculum 2006 (KTSP) since there are 5 speaking materials that are not included in the textbook.[13]

The second research was conducted by Siti Solichatun entitled *Content Analysis of Reading Materials in English on Sky textbook for Junior High School.* Similarly, this study was focus on analyzing English textbook for junior high school. Contrary, this study was focus focused on finding out the genre contained in the reading passage found in *English on Sky* textbook for 9th grade of Junior High School published by Erlangga and finding out the lexical density of reading text based on *English on Sky* textbook for 9th grade level of Junior High School. as the result, this study was found that the *English on Sky* textbook contained three genres. They are procedure, report

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[12] Limsui "*An Analysis of the Speaking Materials on "English on Sky" Published by Erlangga for First Grader of Junior High School, 2011.*(RIAU, Islamic university of Riau 2011)
[13] *ibid*

and narrative. The dominant text on this book is report text. The writer found seven report texts. Furthermore, the writer found only one procedure text in this book. [14]

The next research was conducted by Afrilia Yunita. This research entitled *Analisis Kesesuaian Isi, Model Keterpaduan Materi IPA, dan Penilaian Kognitif berdasarkan Tuntutan SK dan KD pada Buku Pelajaran IPA untuk SMP Kelas VIII* . This research was conducted by student in State University of Yogyakarta was resulted that there are many weakness was found in the text book for VIII grader of Junior High School.[15]

Similarly, this research was focus on analysis course book for student in Junior High school. But, contrary, previous research was focused on analyzing course book in science subject for VIII grader in Junior High school in curriculum 2006 (KTSP). This research is focusing to analysis English course book for VII grader based on 2013 curriculum (K13).

The fourth research was entitled *Analisis Keakuratan Materi Buku Ajar Fisika SMP se-Kota Semarang.* This research was conducted by student in University of Semarang. This research was concluded that the accuracy level of student book in physic subject for junior high school is appropriate

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[14] Siti Sholikhatun "*Content Analysis of Reading Materials in English on Sky textbook for Junior High School.* (SEMARANG, States Institutes for islamic Studies Walisongo Semarang)

[15] Afrilia Yunita, "*Analisis Kesesuaian Isi, Model Keterpaduan Materi IPA, dan Penilaian Kognitif Berdasarkan Tuntutan SK dan KD pada Buku Pelajaran IPA untuk SMP Kelas VIII*", *Skripsi,* (Yogyakarta: Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Negeri Yogyakarta Tahun 2012), pages. 92.

with BSNP standard.[16] Similarly, the previous research was focused on analyzing course book for student. But, in contrary, previous research was focused on analyzing course ook for physic subject. In this research, the researcher focuses on analyzing English course book designed by student in IMALT class.

The last previous study was conducted by student in state institute for Islamic studies (IAIN) Wali Songo Semarang. This research was conducted by Amrih Prayoga with title *"Kelayakan Isi Buku Teks Pelajaran Fisika SMA"*. This research was resulted that many materials in Fisika course book for Senior High school was not appropriate with student life skill[17]. The different with this research is on the object of the research.

For those explanation, its shows that this research is different with the previous researches. The different aspect is on the focus of the research: the relevant of speaking materials with the basic competence in curriculum 2013 (K13).

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[16] Ratna Wati, "Analisis Keakuratan Materi Buku Ajar Fisika SMP se-Kota Semarang", *Skripsi,* (Semarang: UNNES Semarang, 2008), pages. vi.

[17] Amrih Prayoga, *"Kelayakan Isi Buku Teks Pelajaran Fisika SMA", Skripsi,* (Semarang: FITK IAIN Walisongo Semarang, 2008), pagesvi.