

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give knowledge in the field of the study in the next chapter. The researcher is going to describe some theories. The discussion consists of: (1) The 2006 English Curriculum (2) Textbook (3) Learning Objective.

2.1. Curriculum

2.1.1 The Nature of Curriculum

Curriculum has a function as a guideline for student, teacher, textbook's writer and other components of education. The Ministry of National Education has established curriculum for English subject in several times. Tanner (1980:13) defined curriculum as the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learner continuous and willful growth in personal social competence. Hass (1987:5) adds that curriculum provides a broader definition, stating that a curriculum includes all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice. Schubert (1987) defines curriculum as the contents of a subject, concepts and

tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society.

Generally, curriculum is a document which contains the purpose of teaching and learning process, scope of subject, standard competence, and basic competence. Curriculum has function to be a guideline to success the teaching and learning process. The newest curriculum is the 2006 curriculum.

2.1.2 The 2006 Curriculum (School Base Curriculum)

SBC (School Base Curriculum) is an operational educational curriculum developed and implemented in each educational unit in Indonesia (Wikipedia: 2012). SBC (School Base Curriculum) more emphasizes on competence (competency-based curriculum) to consider more on the affective and psychomotor aspects, in addition to the cognitive (Baedhowi, 2006). SBC is judicially mandated by law no.20 year 2003 about national education system and government regulation no.19 year 2005 about national education standard. The arrangement of school base curriculum is started on year 2007/2008. It refers to curriculum 2006 and graduation standard competence for elementary and secondary education which is published by national education minister. The curriculum of 2006 consists of the educational purpose on the level of educational item, structure, and content of the curriculum, educational calendar, and syllabus (BNSP, 2006: 5).

School Base Curriculum (SBC) is (1) giving freedom to schools to conduct educational programs in accordance with the conditions of the school

environment, the ability of learners, available resources and local distinctiveness. (2) Parents and the community can be involved actively in the learning process. (3) Teachers must be independent and creative. (4) Teachers are given the freedom to utilize various methods of learning (<http://downnixs.wordpress.com/2010/01/06/kurikulum-ktsp/>).

According to Sumarno (2011) there are four basic principles of curriculum development. They are determining the objective, arrange the content of material, formulate teaching learning activities, and consider relevance principle. Relevance is the basic principle in a curriculum. It means that if relevance does not fulfilled so the curriculum is useless. Relevance curriculum has meaning that a curriculum must be suitable with the development of knowledge and technology, suitable with the need and characteristic of students.

2.1.3 The 2006 English Curriculum

English is a tool to communicate in oral and written form (KTSP, 2006:1). Communication is to understand and express information, thoughts, feelings, develop science and technology, and also culture. Ability to communicate in a full understanding is the ability discourse. It means the ability to understand and produce oral and written text that realized in four of language skills, they are: listening, speaking, reading and writing. These skills are used to respond or create a discourse in the life society. Therefore, the

English subjects are addressed to develop those skills so that students are able to communicate and have a discourse in English at a certain level of literacy.

Meanwhile, Wells (1987) in KTSP states that level of literacy includes performativity, functional, informational, and epistemic. At the performativity level people are able to read, write, listen, and talk to the symbols used. At the functional level, the ability to use language to meet the needs of daily living such as reading newspapers, manuals guidance, or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level of knowledge they have to be able to expose the target language. It is stated in the 2006 English curriculum that junior high school students are expected to achieve the functional rate because they are prepared to continue their study in senior high school.

The English subject for junior high school learners have aimed for the several capabilities: (1) Developing communication competence in oral and written form to reach the level of functional literacy, (2) Having awareness of the nature and importance of English to improve the nation's competitiveness in the global community, and (3) Developing an understanding of learners of the links between languages with culture (KTSP, 2006:2).

The scope of English subjects in junior high schools has several points: (1) Discourse ability means that the ability to understand and produce oral or written text to be realized in the four language skills, They are listening, speaking, reading and writing in an integrated manner to achieve the level of functional literacy, (2) Understanding capability and create a variety

of functional text, monologues, and short essay in form of procedure, descriptive, recount, narrative, and reports. Gradation materials can be appeared in the usage of vocabulary, grammar, and rhetoric steps and, (3) Supporting competence, it is linguistic competence (using grammar and vocabulary, spatial sound, good writing), sociocultural competence (using the expression language and actions are acceptable in various contexts of communication), strategy competence (to overcome problems that arise in the communication process in ways to communication in progress), and competence building discourse (using the tool forming a discourse) (KTSP, 2006:2)

To achieve competency in language skills, there are standards of competence, basic competence and indicators. Standards of competences and basic competences are adopted from 2006 the English curriculum, while indicator is developed by teachers themselves based on the 2006 the English curriculum. As we know that in junior high school, English is a compulsory subject. It should be mastered by students. It includes in four skills: listening, speaking, reading and writing. These skills can be mastered by student through some indicator determined in syllabus.

For the first semester, there are four points for listening and speaking skill. Listening and speaking almost have same basic competency. *The first*, responding and expressing the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that

involve action talk: greeting to the people have already known or have not already known, self introduction, and giving command and prohibition. *The second*, responding and expressing the meaning of conversation in form of transactional and interpersonal that using kinds of very simple oral language accurately, fluently, and be accepted with the nearest environment that involve action talk: asking and giving information, saying thank you, saying apologize, and expressing courteousness. *The third*, responding and expressing the meaning of expression talking in form of very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment. *The forth*, responding and expressing the meaning of idea in form of very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment.

For the first semester, reading skill has two basic competences. *The first*, reading loudly and meaningfully of the word, phrase, and sentence with pronunciation, stress, and intonation that being accepted related with the nearest environment. *The second*, Responding the meaning in very simple short functional written text accurately, fluently, and be accepted related with the nearest environment.

For the first semester, writing skill has two basic competences. *The first*, expressing the meaning of idea in very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to interact with nearest environment. *The second*, expressing the rhetoric step

in form of very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to the nearest environment.

For the second semester, there are four points for listening and speaking skill. Listening and speaking almost have same basic competency. *The first*, responding and expressing the meaning of conversation in form of very simple transactional and interpersonal accurately, fluently, and be accepted to interact with nearest environment that involve speech action: asking and giving service, asking and giving service, and also asking and giving fact. *The second*, responding and expressing the meaning of conversation in form of very simple transactional and interpersonal accurately, fluently, and be accepted to interact with nearest environment that involve speech action: asking and giving opinion, expressing like and dislike, asking clarification and responding interpersonally. *The third*, responding and expressing the meaning in very simple oral short functional text accurately, fluently, and be accepted to interact with the nearest environment. *The forth*, Responding the meaning in very simple monologue text accurately, fluently, and be accepted to interact with the nearest environment in form of descriptive and procedure.

For the second semester, reading skill has three basic competences. *The first*, responding the meaning that existed in very simple short functional written text accurately, fluently, and be accepted that elated with nearest environment. *The second*, responding meaning and rhetoric step accurately, fluently, and be accepted of the very simple essay that related with the nearest

environment in form of descriptive or procedure. *The third*, reading loudly and meaningful the very simple functional text and short essay in form of procedure or descriptive by accepted pronunciation, stress, and intonation.

For the second semester, writing skill has two basic competences. *The first*, expressing the meaning in very simple short functional written text by using kinds of written language accurately, fluently, and be accepted to interact with the nearest environment. *The second*, expressing the meaning and rhetoric step in very simple short essay by using kinds of written language accurately, fluently, and be accepted with the nearest environment in form of descriptive or procedure.

So, the textbook that is used by the teacher should be appropriate with 2006 curriculum.

2.2 Textbook

2.2.1 The Definition of Textbook

Historically, textbooks were used to ensure consistency in the coursework offered to students according to their grade level or course requirements. According to Wikipedia (2012), a textbook is a manual of instruction in any branch of study. Textbook is produced according to the demands of educational institutions. It is a teaching tool or material which presents the subject matter defined by the curriculum. It is necessary contain the complete overview of the

subject. Brown in Rohmawati (2001: 141) states that textbook is one type of text, a book for use in an educational classroom.

According to Weddel (2009) a typical ESL student book may contain these major components. Introduction -- notes to the teacher and learner. Scope and sequence -- a table of contents listing the topics, vocabulary, skills, outcomes and standards covered in each unit. Units -- each unit may include a presentation of new language (vocabulary, content, and structures), practice activities, application activities, and an evaluation or end of unit performance assessment; tape scripts; key answer; grammar; appendix; index. These are the component that is usually contained in an English book.

A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003). Textbook has a very important role in achieving the learning objectives. According to Greene and Petty in Rohmawati (2008: 12) stated that textbook takes an important role in achieving the objectives of basic course outline by; first, reflecting good and modern point of view about teaching process and demonstrating the application of subject matters; second, providing various subject matters which are easy to read and suitable with the students' needs and interest; third, providing systematic and gradual resources about expressional skill; fourth, providing early fixation which as activities and exercises support; last, providing remedial and evaluation.

The textbooks have significant role as they are considered as primary vehicles for delivering content knowledge, for determining in large measure

what goes on in a class (Hummel: 1998), and for assessing what students do and do not learn (Freeman & Porter: 1989). Therefore, to select and choose appropriate textbook which is going to be used in order to achieve the objective of the curriculum should be done by teacher. It will be used to achieve the objectives of the curriculum.

2.2.2 The Advantages of Textbook

According to Parrish (2004:227), there are some benefits of using a textbook: first, it assures a measure of structure, consistency, and logical progression in a class; second, It minimizes preparation time for teachers; third, It allows learners to review material or preview other lessons; fourth, It meets a learner's needs or expectations of having something concrete to work from and take home for further study; fifth, It provides novice teachers with guidance in course and activity design; six, It may provide multiple resources: tapes, CDs, videos, self-study workbooks etc.

More, <http://www.teachervision.fen.com> describes textbooks provide several advantages in the classroom. (1) Textbooks are especially helpful for beginning teachers. The material to be covered and the design of each lesson are carefully spelled out in detail. (2) Textbooks provide organized units of work. A textbook gives you all the plans and lessons you need to cover a topic in some detail. (3) A textbook series provides you with a balanced, chronological presentation of information. (4) Textbooks are a detailed sequence of teaching procedures that tell you what to do and when to do it. (5)

Textbooks provide administrators and teachers with a complete program. The series is typically based on the latest research and teaching strategies. (6)

Good textbooks are excellent teaching aids. They're a resource for both teachers and students.

Bomford and Day (2004) suggest that easy books build speed and reading fluency. Textbooks have many positive effects on the academic lives of students. The ease in finding information relevant to studies is its primary benefit to readers. Along with this, the ability to add side notes or highlight key points makes textbooks a great study guide. Furthermore, the ability to review what is learned in any course using the textbook in combining with other course materials makes this a very valuable tool in any educational setting.

2.2.3 The Criteria of an Appropriate Textbook

Now, teachers can freely determine the necessary instructional materials in teaching. Choose an appropriate book as a medium of learning is one of the responsibilities of teachers. As has been understood by many people that textbook is the primary tool used by almost all teachers when teaching. Therefore, teachers should be selective in choosing textbook.

According to Weddle (2009) there are some criteria of an appropriate textbook. (1)The book contains learner-centered materials and content. (2)The book contains teacher-friendly instructions and reference material. (3)Principles

of effective ESL instruction are the basis for format, context, and design (including art work, layout, font style/size etc.).

According to Virginia Board education (2011) there are at least six criteria to evaluate a book. First, Textbook is presented in an organized, logical manner and appropriate for the age, grade, and maturity of the students. It means that Textbook is logically organized and grade or age appropriate for students. Second, Textbook is organized appropriately within and among units of study. It means that scope and sequence is easy to read and understand for the teacher and also students. Third, Format design includes titles, subheadings, and referencing is easy to use. It means that organizational properties of the textbook assist in understanding and handing out content. Fourth, writing style, syntax, and vocabulary are appropriate. Writing style and syntax are varied and appropriate to enhance student understanding. Vocabulary consists of both familiar and challenging words. Fifth, graphics and illustrations are appropriate. It means that visuals are accurate, support the text, and enhance student understanding. Sixth, sufficient instructional strategies are provided to promote depth of understanding. It means that materials provide students with opportunities to integrate skills and concepts

2.3 Reflection

Reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues (e.g., issues related to social justice, curriculum development, learning theories, politics, culture, or use of

technology). In the context of analyzing a textbook, It can be defined how the suitability of the indicators included in the curriculum to the material of a textbook.

The process of reflection can break down into a number of dimensions which address the different activities and levels of reflection. These are outlined below. The first until third are part of the ordinary process of reflection; the fourth is that of critical reflection. All four dimensions are expected in reflection papers. (1) Comprehensive observations aiming for accuracy and breadth; these observations are made through specific frameworks (e.g., past experiences as a school student). (2) Comprehensive descriptions of what has been observed. (3) Making meaning of what has been described. (4) Adding depth and breadth to the meanings by asking questions about, and relating meanings to, a spectrum of personal and professional issues (from <http://www.une.edu.au/tlc/alo/critical1.htm>).

2.4 Learning Objective

2.4.1 Listening

According to <http://www.tutorvista.com/english/define-listening-skills>, listening skill can be defined as the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”.

Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”.

Learning Objectives describe specific learning outcomes. Students will extend their abilities to listen effectively in a variety of situations for a variety of purposes. Students are expected to: (1) Listen attentively and courteously. (2) Participate constructively in conversation, small group, and whole group discussion, showing an understanding of when to speak and when to listen. (3) Listen for a variety of purposes including to gather information, to follow directions, to participate in a discussion, to form an opinion, to understand information, and to enjoy and appreciate. (4) Evaluate the effectiveness of a range of oral texts. (5) Value listening as a means of learning and enjoyment (http://olc.spsd.sk.ca/de/resources/6_9ela/GradeLevelObjectives/Listening.htm).

Listening skills are very important in everyday life. Some methods to become a better listener are: 1) make eye contact with the speaker, 2) observe the speaker's behavior and body language, and 3) paraphrase the speaker's words and write them down as notes (<http://www.freewebs.com/listening-skills/>).

2.4.2 Speaking

In Oxford Advanced Dictionary, the definition of speaking is to express or communicate opinions, feeling, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological (articulator)

and physical (acoustic) stages. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:3).

According to Kayi (2006) speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Student will extend their abilities to speak fluently in a variety of situations for a variety of purposes: (1) Recognize that talk is an important tool for communicating, for clarifying thinking, and for learning, (2) Use talk to explore ideas and express understanding, (3) Use talk to express and share feelings, ideas, and opinions, (4) Use talk to build relationships showing the basic courtesies of conversation and an understanding of when to speak and when to listen, (5) Use talk to share ideas and information in one-to-one, small group, and large group discussions (http://olc.spsd.sk.ca/de/resources/6_9ela/GradeLevelObjectives/Speaking.htm)

To improve student's skill in speaking, there are some tips better to use. First, try to speak English confidently to everyone. Second, read English articles, books and reviews as much as possible. Third, it is a good idea to speak loudly. Fourth, try to pronounce the words correctly.

2.4.3 Reading

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text and also can determine the meaning of many of the unfamiliar words from the context.

Some problems faced by student in reading is lack of vocabulary, In other words, students who have a large vocabulary are usually good readers another problem is they cannot guest the meaning from the context. Complex sentence use make some students find difficult to comprehend when they read. Students will extend their abilities to read effectively in a variety of situation for a variety of purposes. Read for a variety of purposes including to gather information, to follow directions, to give a response, to give an opinion, to understand information, to enjoy and appreciate (http://olc.spsd.sk.ca/de/resources/6_9ela/GradeLevelObjectives/Reading.htm).

2.4.4 Writing

Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. It is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express oneself, to provide information for one's reader, to persuade one's reader, and to create a literary work.

Spelling and grammar are learning obstacles that primary students can face. Signs that writing is an obstacle for a student include poor vocabulary, poor letter formation, spelling errors, uneven spacing between letters, and trouble with cursive writing (Michalski, 2012).

Some writing skills learning objectives are: (1) Communicate effectively in writing to a variety of audiences and for a variety of purposes. (2) Use writing as a tool for thinking and learning. (3) Develop skill in planning writing and completing tasks. (4) Appropriately apply conventions of writing (Ohio University, 2007).