#### **CHAPTER II**

#### THE REVIEW OF RELATED LITERATURE

### A. Course Book

### 1. Definition of Course Book

The most commonly found elements in classroom around the world are teachers, learners, and course book. The success or the failure of English language teaching does not only depend on learners and teacher, but also the use of visual aids, teaching method, teaching material and other facilities. Course book is one of the teaching aids that is used by the teachers to teach their students. It is an effective media to get a broaden knowledge.

The term course book or textbook has several meaning, according to Oxford dictionary, a textbook means "a book giving instruction in a branch of learning". It means that a textbook is a kind of book used in some studies at school. Meanwhile, in related to English language teaching, textbook are used in different ways in language program. For example, a reading textbook contains the main material of reading skill; some reading passages and several questions related to it is included for measuring student's achievement in this skill. In this case, the other language skills textbook have the same composition materials with the previous one, it helps students to maximize their understanding to the subject. 2

In addition, Richards states that "course book is seen as an essential component of instructional design and are often viewed as a way of influencing the quality of classroom interaction and language use". It means that good course book often contain lively and interesting material. It provides a sensible progression of language items, clearly showing what

<sup>&</sup>lt;sup>1</sup> Hornby, A S, *Advance Learners Dictionary*, Oxford: Oxford University Press, 1995, p. 1234

 $<sup>^2</sup>$  Jack C. Richards,  $\it Curriculum$   $\it Development$  in Language Teaching, (Cambridge: Cambridge University Press, 2002), p. 254

<sup>&</sup>lt;sup>3</sup> Jack C. Richards, *Beyond Training*, (Cambridge: Cambridge University Press, 1998), p. 128

has to be learned and in some cases summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating on.

### 2. The Function of Course Book

A course book has an important role in teaching and learning process, Richard has highlighted some advantages of using course book as follow:<sup>4</sup>

- a. It provides lesson plan and syllabus for teaching learning process
   It means that course book make a teacher is easier arrange the lesson plan, and also as a guide in classroom.
- b. Teacher has a guiding in the teaching process
  Every course book have a standard measurement, it means that a course book can be used in different class. It helps teacher to give similar even the same material in different class.
- c. Quality is the main priority

Before a book is issued, a quality control process has to be passed. All the materials are exposed to students based on learning principles that have been tested.

# d. Many learning resources

Course book is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

### e. It is efficient

It saves teachers' time, enabling teachers to devote time to teaching rather than materials production.

f. It can provide effective language models and input

<sup>&</sup>lt;sup>4</sup> Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 255

Course book can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

### g. It can train teachers

If teachers have limited teaching experience, a course book together with the teacher's manual can serve as a medium of initial teacher training.

# h. It is visually appealing

Course book usually have high standards of design and production and hence are appealing to learners and teachers.

In addition, Brown et. al. give their view about the role of course book.<sup>5</sup> Course book helps to individualize instruction by enabling students to proceed at their own rate and to a limited extend, according to what they are interested in studying. Course book helps to organize instruction by providing common suggested activities, recommended material, and question. It also as a tutorial contribution, in this case teachers often maintain that course book helps students to learn better. In improving teaching process course book is also regarded as helpful in improving teachers.

From the illustration above, it can be concluded that generally the function of course book is to help teacher in explaining the materials and to make students become easier in understanding the materials given.

# 3. Kinds of Course Book

Actually, there are many kinds of course book, which is very difficult to make accurate generalization about them. But according to Grant there are two very broad categories of course book. The two

<sup>&</sup>lt;sup>5</sup> H. Douglas Brown, et. al. *Audio Visual Instruction: Technology, Media and Method*, (Australia: Mcquire University, 1983), p. 84

categories are traditional course book and communicative course book. They may be briefly described as follows:<sup>6</sup>

### **Traditional Course Book**

Although it is used traditional here, traditional course book are still published today. So, the label is used to describe a type of course book, rather than the date it is published. The traditional course book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they are then equipped to use the language for their own purposes in any way they think fit.

Traditional course book have all most of these characteristics:

- 1) They tend to emphasis the forms, or patterns of language (the grammar) more than communicative functions of language the jobs we do using it, for example, asking for information, making requests, apologizing, asking the way, etc.
- 2) They tend to focus on reading and writing activities, rather than listening and speaking activities.
- 3) They often make use of great deal of first language.
- 4) They emphasis the importance of accuracy.
- 5) They tend to focus rather narrowly a syllabus and examinations.
- 6) They are often attractive to some teachers, because they seem easy to use, and are highly examination oriented.

# b. Communicative Course Book

Communicative course books try to solve this problem by creating opportunities for the students to use the language in the classroom, as a sort of "halfway house" before using it in real life.

Communicative course book vary quite a lot, but very broadly they have the following characteristics:<sup>7</sup>

1) They emphasize the communicative functions of language – the jobs people using the language – not just the forms.

<sup>&</sup>lt;sup>6</sup> Neville Grant, *Making The Most of Your Textbook*, (New York: Longman, 1989), p. 12 <sup>7</sup> *Ibid*, p. 14

- 2) They try to reflect the students' needs and interests.
- 3) They emphasize skills in using the language, not just the forms of the language, and they are therefore activity-based.
- 4) They usually have a good balance among the four language skills, but many emphasize listening and speaking more than traditional course book does.
- 5) They tend to be very specific in their definition of aims.
- 6) Both content and method reflect the authentic language of everyday life.
- 7) They encourage work in groups and pairs, and therefore make heavier on teacher's organizational abilities.
- 8) They emphasize fluency, not just accuracy.

# 4. Evaluating Course Book

Neville states that the perfect course book does not exist; but the best book available in the English learning and teaching process. Such a book should satisfy three conditions.<sup>8</sup> It should suit the needs, interest and abilities of your students. It should suit with the teacher (the best book in the world will not work in the classroom if the teacher has good reasons for disliking it). The course book must meet the needs of official public teaching syllabuses or examinations.

In addition, one way of finding out whether a book is worth looking at more closely the eight criteria as follows:<sup>9</sup>

### a. Communicative

Is the course book communicative?

### b. Aims

Does it fit with English teaching learning process?

<sup>&</sup>lt;sup>8</sup> *Ibid*, p. 118 <sup>9</sup> *Ibid*, p. 119

In this case, an ideal course book in Indonesia should suit with the aims of English teaching and learning process has been displayed in the 2006 curriculum.

#### c. Teachable

Does the course seem teachable?

It seems reasonably easy to use, well organized, and easy to find the way around.

### d. Available adds-ons

There are many useful "adds-ons" additional materials such as tapes, workbooks, etc.

#### e. Level

Does the level seem about right?

# f. Teacher impression

What is the overall impression of the course?

# g. Student interest

Are the students likely to find the book interesting?

#### h. Tried and tested

Has the course been tried and tested in the real classroom?

# **B.** Listening

# 1. Definition of Listening

Listening should be preceded by speaking. Listening is a skill to hear and listen to what speaker said. Moreover, in one of language acquisition explains that human first learning language is by listening to the speech around them and reproducing what human hear. <sup>10</sup> Listening is not a passive or receptive skill as is commonly assumed. Bachman suggests that listening is an interactive, dynamic, interpretative process in which the listener engages in the active construction of meaning. To get support that definition of listening, the following are it's other definition in some orientations:

<sup>10</sup> Monica Crabtree and Joyce , *Language Files: Material For An Introduction To Language*, (Ohio: Ohio State University Press,), 4<sup>th</sup> Ed., p. 253

# Orientation 1: Receptive

Listening is receiving what the speaker actually said

- a. Listening means catching what the speaker has said.
- b. Listening means getting the speaker's idea.
- c. Listening means decoding the speaker's message.
- d. Listening means decoding the speaker's content.
- e. Listening is receiving the transfer of images, impressions, thoughts, beliefs, attitudes, and emotions from the speakers.

#### Orientation 2: Constructive

Listening is construction and representing

- a. Listening means figuring out what is in the speaker's mind.
- b. Listening means finding something interesting in what the speaker is saying.
- c. Listening means finding out what is relevant for you.
- d. Listening means reframing the speaker's message in a way that's relevant to you.
- e. Listening means understanding why the speaker talking to you.
- f. Listening means noticing what is not said. 11

# Orientation 3: Collaborative

Listening is negotiating meaning with the speaker and responding

- a. Listening is coordination with the speaker on the choice of code and a context.
- b. Listening means responding to what the speaker have said.
- c. Listening is the process of negotiating shared information or values with the speaker.
- d. Listening means acting interested while the speaker is talking.
- e. Listening is signaling to speaker which ideas are clear and acceptable to vou. 12

p.2

<sup>&</sup>lt;sup>11</sup> Michael Rost, *Teaching And Researching Listening*, (Great Britain: Longman, 2002),

p.2 <sup>12</sup>Michael Rost, *Teaching And Researching Listening*, (Great Britain: Longman, 2002),

#### Orientation 4: Transformative

Listening is creating meaning through involvement, imagination and empathy.

- a. Listening involvement with the speaker, without judgment.
- b. Listening is creating a connection between the speaker and the listener.
- c. Listening is imagining a possible world for speaker's meaning.
- d. Listening is the process of creating meaning in the speaker.
- e. Listening is completion of communication.

Listening is the process of altering the cognitive environment of both the speaker and listener. <sup>13</sup>

### 2. The Goal of Listening

Listening can be characterized as problem solving activities involving the formation hypothesis, the drawing of inference, and the resolution of ambiguities and uncertainties in the input through the generation of "mages" (a set of items: sensory, emotional, temporal, relational, purposive or verbal in nature) or as Stevick"s view the goal of listening is to generate the intended image from the input and react appropriately.

But, the effect of prior knowledge and context also seem to be instrumental in listening in listening tests, such as Ommagio says that listener construct meaning by recognizing their previously acquired knowledge to accommodate new information and concept.<sup>14</sup>

So, the goal of listening is to promote understanding. If done well it actually creates a sense of wellbeing in those being heard. Although most everyone is capable of listening, few develop and leverage this skill to its fullest potential.

<sup>&</sup>lt;sup>13</sup> Michael Rost, *Teaching And Researching Listening*, (Great Britain: Longman, 2002),

p.2

<sup>&</sup>lt;sup>14</sup> (Sekartiadiningsih, 2005)

In elementary school, the aspect of listening is one of four aspects which are taught to students on English subject, as set out in the Content Standard of Curriculum SD/MI/SDLB year 2006 for English subject.

In some places, many teachers are still confused about how the teaching techniques of this listening aspect, especially in the selection of teaching methods and medias. Therefore, this research may help to solve this problem, especially in terms of selection and using the appropriate teaching media.

### 3. Aims of Listening

According to Rixon, the aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life, but there is a large variety of different types of listening in real life.<sup>15</sup>

Rixon mentions some situations in which listening is important, <sup>16</sup>

- 1. Listening to announcement in stations, airport etc
- 2. Listening to the radio
- 3. Participating in a conversation face to face
- 4. Watching a film, play or TV
- 5. Participating in e meeting, seminar or discussion
- 6. Taking a part in a lesson
- 7. Listening to talk or lecture
- 8. Eavesdropping on other people's conversation
- 9. Participating in a telephone conversation

Rixon also distinguished between listening and hearing. There is an every day distinction between hearing and something and listening to it.Hearing is simply the recognition of sound, as when we say, "I"m sorry, I didn"t hear exactly what you said." Listening implies some conscious

Rixon, Shelagh. *Developing Listening Skills*. London and Basinstoke: (Mac Millan Publisher, Ltd,1986), p.2

<sup>&</sup>lt;sup>15</sup> Rixon, Shelagh. *Developing Listening Skills*. London and Basinstoke: (Mac Millan Publisher, Ltd,1986), p.1

attention to the message of what is said, as when we say. "Are you listening to me?"

Rost proposes that in order to define listening, we can ask two basic questions: What are the component skills in listening? And what does a listener do?<sup>17</sup>

In terms of the necessary components, we can list the following:

- 1. Discriminating between sounds
- 2. Recognizing word
- 3. Identifying grammatical grouping of words
- 4. Identifying "pragmatic units" expressions and sets of utterances which function as whole units to create meaning
- 5. Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant object in the situation) in order to construct meaning
- 6. Using background knowledge (what we already know about the content and the form) and content (what has already been said) to predict and then to confirm meaning

# 7. Recalling important words and ideas

Rost says, successful listening involves an integration of these component skills. In this some, listening is a coordination of the component skills, not the individual skills themselves. This integration of the component skills, no the individual skills themselves. This integration of these perception skills, analysis skills and synthesis skills is what we will call a person's listening ability.<sup>18</sup>

Rost has also argued that even through a person may have a good listening ability, he or she may not always be able to understand messages,

p. 4

<sup>&</sup>lt;sup>17</sup> Rost, Michael. (1991). *Listening in Action*. UK: (Prantice Hall Intenational, Ltd. 1991),

p. 3 <sup>18</sup> Rost, Michael. (1991). *Listening in Action*. UK: (Prantice Hall Intenational, Ltd. 1991),

some conscious action is necessary to use this ability effectively in each listening situation. This action that listener must perform is "cognitive" or mental, so it is not possible to view it directly, but we can see the effect of this action. The underlying action for successful listening is decision making. The listener must make these kinds of decisions.

- 1. What kind of situation is this?
- 2. What is my plan for listening?
- 3. What are the important words and units of meaning?
- 4. Does the message make sense?

Successful listening requires making effective "real time" decisions about these questions. In this sense, listening is primarily a thinking process-thinking about meaning as they listen. The way in which the listener makes these decisions is what we will call a listening strategy. Rost stated that there are four principles for developing listening ability:<sup>19</sup>

1. Listening ability develops through face-to-face interaction.

By interacting in English, learner have the chance for new language input and the chance to check their own listening ability. Face to face interaction provides stimulation for development of listening for meaning.

Listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasions for listening in English, learners can mobiles both their linguistic and non-linguistic abilities to understand.

2. Listening ability develops through work on comprehension activities.

By focusing on specific goals for listening. Learners can evaluate their efforts and abilities. By having well-defined

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<sup>&</sup>lt;sup>19</sup> Rost, Michael. (1991). *Listening in Action*. UK: (Prantice Hall Intenational, Ltd. 1991),

comprehension activities, learners have opportunities for assessing what have achieved and revision.

3. Listening ability develops through attention to accuracy and a analysis of form.

By learning t perceive sounds and words accurately as they work on meaning oriented activities, our learners can make steady progress. By learning to hear sounds and words accurately, learners gain confidence in listening for meaning.

By using flash video, it is expected that students can develop their ability through focusing on meaning and trying to learn new and important content in the target language.

# 4. Listening is an Internal Process

Like reading, listening is an internal process that cannot be directly obseved. It's rather difficult to say what happens when we listen and understand others. Ommagio say that<sup>20</sup>

"Listening and reading are both highly complex process that draw on the knowledge of the linguistic code (language form), cognitive processing skill (the skill to process in the mind). Schome-based understanding (background knowledge), and contextual cues both with in and outside the text."

# 4. The Step of Listening

In general, the teacher has to do the following steps:

- 1. Go first over the instructions with the class, making certain that materials are understood by all the students.
- 2. Pronounce the words or phrases at least two times in a clear and distinct voice and at normal speed.
- 3. Where the questions precede the text, read the question twice in order to direct the students" attention. Then, read the entire text two times at normal speed. Teacher should feel free to vary according to the abilities of the students.

Persulessy, G.H, Listening Improvement Exercise for Students of English, Jakarta, 1988. p. 3

- 4. With longer texts, it is advisable for the teacher to write guide question on the board or dictate them to the students. The questions should require a understanding of the general ideas, in the text rather than detailed knowledge. The teacher then reads the text for the first time.
- 5. After giving the students enough time to answer the guide questions she/he discuses the answer with them.
- 6. The teacher continue with more detailed questions for the students to answer either in the written or oral modality. Discussion follows the above activity.
- 7. Other possible related activities for further intensive practice can be carried out such as:
- a. Summarize the passage orally.
- b. Formulate questions which the students will ask their classmates to answer with long or short response.
- c. Write a short summary at home

The possibilities of using each of the passage included in the text are infinite. Some suggestions above maybe particularly pertinent for less able students" abilities in the other language skills-speaking, reading, and writing-will also develop. At the some time they will be able to understand on wide range of topics, which undertake the linguistic aspects of listening comprehension.

Jack mention the model of the listening process includes the following steps:<sup>21</sup>

- 1. The listener takes in raw speech and holds an image of it in short-term memory.
- 2. The type of interactional act or speech event in which the listener is involved is determined.
- 3. An attempt is made to organize what was heard into constituents, identifying their content and function.

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<sup>&</sup>lt;sup>21</sup> Persulessy, G.H, *Listening Improvement Exercise for Students of English*, Jakarta, 1988. p. 4

- 4. As constituents are identified, they are used to construct propositions, grouping the propositions together to form a coherent message.
- 5. Script relevant to the other particular situation are recalled.
- 6. The goals of the speaker are inferred through reference to the situation the script and the sequential position of the utterance.
- 7. An illocutionary meaning is assigned to the message.
- 8. This information is retained and acted upon, and the form in which it was originally received is deleted.

# 5. Decoding

Decoding is the process of trying to understand (comprehend) the meaning

of a word, a phrase or a sentence.

The processes in decoding (comprehending/understanding) are:

1. Hold the utterance in short term memory.

Analyze the utterance, is what is said by any one person says before or after another person begins to speak or something said or emitted as a vocal sound. For example," yeah! " (one word), "have you done your homework?" (one sentence), "you raise me up, so I can stand a mountain." (more than one sentence) into segments (chunk). Chunk is constituent is part of utterance, for example: "Because of the rain he was late." The sentence has two chunks (part), because of and I was late.

Besides analyze the utterance also identify:

- a. Word is meaningful unit of language sounds. A meaningful sound or combination of sounds that is a unit of language or its representation in a text.
- b. Clause is group of words that contains a subject and a verb.

- c. Proposition/prepositional meaning is basic meaning of sentence/utterance.
- d. Concept is meaning of words.
- e. Illocutionary meaning is effect of the utterance to the listener/reader. For example: "I am thirsty" (utterance) has two meanings to show the physical state of the speaker (as prepositional meaning) and the function of language to request for something to drink (as illocutionary meaning).

### 6. The Difficulties in Listening

As you contemplate designing lesson and techniques that are exclusively for teaching listening skill, or that have listening components in them, a number of special characteristic of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they are not attended to. In other words, they can make the listening process difficult. The following characteristics of spoken language are adapted from several sources.<sup>22</sup>

# 1. Colloquial Language

Leaners who have been exposed to standard written English and/or "text book" language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some points in comversations. Colloquialisms appear in both monologues and dialogues.

# 2. Rate of delivery

 $<sup>^{22}</sup>$  Richards, J. *Listening Comprehension*: Approach, Design, Procedure. TESOL Quarterly, 1983. p. 5

Virtually every language learner initially thinks that native speakers speak too fast! Actually, as Richards (1983 in Brown, 1994) points out:

The number and length of pauses used by speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses. Unlike reading, where a person can stop and go back reread something, in listening the hearer may not always have the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.

# 7. A Skill Taxonomy for Domain of Listening Skill

An example of skill taxonomy for the domain of listening skills. Briendley mention:<sup>23</sup>

- 1. Orienting one self to a spoken text
  - a. Identifying the purpose/genre of a spoken text
  - b. Identifying the topic
  - c. Identifying the broad roles and relationships of the participants (e.g. Superior/subordinate)
- 2. Identifying the main idea/s in a spoken text
  - a. Distinguishing the main ideas from supporting deatil
  - b. Distinguishing fact from example
  - c. Distinguishing fact from opinion when explicitly stated in text
- 3. Extracting the specific information from a spoken text
  - a. Extracting key details explicitly stated in text
  - b. Identifying key vocabulary items

<sup>23</sup> Richards, J. *Listening Comprehension*: Approach, Design, Procedure. TESOL Quarterly, 1983. p.140

- 4. Understanding discourse structure and organization
  - a. Following discourse structure
  - b. Identifying key discourse/cohesive markers
  - c. Tracing the development of an argument

# 5. Understanding meaning

- a. Relating utterance to the social/situational context
- b. Identifying the speaker's attitudes
- c. Recognizing the communicative function of stress/intonation patterns
- d. Recognizing the speaker's illocutionary intent
- e. Deducing meanings of unfamiliar words
- f. Evaluating the adequacy of the information provided
- g. Using information from the discourse to make a reasonable prediction

From what has been mentioned above, the domain that are most associated with aspects of listening are taught in primary schools, especially those that use flash video as media, is identifying the main ideas in a spoken text.

# 8. Types of Classroom Listening Performance

With literally hundreds of possible techniques for teaching listening skills. It will be helpful for the teacher to think in terms of several kinds of listening performance that is, what the students do in a listening technique. Sometimes these types of performance are embedded in a boarder technique or task and sometimes they are themselves the sum total of the activity of a technique. The one of types classroom listening performance is reactive.

Sometimes the teacher simply want a learner to listen to the surface structure of an utterance for the sole purpose of repeating it back to the teacher. While this kind of listening performance requires littlest meaningful processing. It is nevertheless maybe a legitimate even through a minor, aspect of an interactive, communicative classroom. This role of the listener as merely a "tape recorder" (Nunan, 1991b:18) must be very limited, otherwise the listener as a generator of meaning does not reach fruition. About the only role of that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

# **C.** Listening Exercise

### 1. Definition of Exercise

Exercise is an activity to occupy the attention and effort of; to task and to exert for the sake of training improvement, to practice in order to develop and also to improve by practice.<sup>24</sup> In the other words, exercise can be called as task too. Because According to Skehan, a task is an activity that satisfies the following criteria; meaning is primary, there is a goal that need to be worked, the activity is *outcome-evaluated* and there is a *real – world* relationship. Both of them have functions to assess student's achievements.

In practice of exercise, there are two kinds of the practice exercise<sup>25</sup>, they are:

# a. Controlled exercise

In free writing, students are given a composition topic, which makes them possible use freely what they have just practiced. When the process established enough good habits, they are ready to write with the competence in the field of their special interest.

# b. Guided exercises

Guided exercise helps students feel certain that they are doing the right thing they are given advice on how to do it. The learners have to

<sup>25</sup> Alan Cunningsworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heinemann Educational Press, 1984), p. 82

<sup>&</sup>lt;sup>24</sup>Definition Exercise, retrieved http://www.brainyquote.com/words/ex/exercise162589.html. 28 November 2009

make same decisions of their own and to create some of their own expressions.

Besides that, there are three main approaches to arrange a task in term of contain of ability<sup>26</sup>; they are:

# a. Discrete point testing

A test which is aims to provide very specific information about learner's abilities in a particular skill or in a particular language area. This type of test focuses on one item at a time and therefore tests knowledge of it rather than ability to use it in real situations. Discrete point testing concentrates on testing separately different language items and language skills (e.g. grammar, sound discrimination, listening with comprehension, and writing) and by combining the result of a number of separate tests or test items build up a picture of the student's level of English.

### b. Communicative tests

A test designed to discover the learner's abilities to communicate in English rather than to test their knowledge of particular language items or aspects of the language.

### c. Combination between Discrete test and communicative test

In line with it Nunan defines tasks in terms of six characteristics that are salient to their use in the classroom:

### a. Goals

Every task which is given to learner has a purposes or goal about to measure the student's achievement.

# b. Input

Task or assignment is given for students based on input or materials which are learned by them.

# c. Activity

Task has a certain instruction as the guide for students in doing task activity.

<sup>&</sup>lt;sup>26</sup> *Ibid*,p.56

# d. Teacher role<sup>27</sup>

Task has a certain instruction as the guide for teachers in monitoring of students activity.

#### e. Learner role

Task has a guided for students in arrange what the students have to do and what their role in doing activity.

# f. Settings

Tasks have a guided in the teaching learning setting, whether it is done either in group or in personal.

# 2. Type of Listening Exercise

Based on the explanation above, type of listening exercise demanded by the 2006 curriculum can be categorized as follow:

# a. Multiple choice

Multiple choice test can be used as one of listening test but the alternatives must be kept short and simple.

### b. Short answer

This technique can work well, provided that the question is short and straightforward, and the correct, preferably unique, response in obvious.

### c. Gap filling

This technique can work well where a short answer question with a unique answer is not possible.

### d. Information transfer

Martin Parrot says that the teacher's task may summarized as; *First*, to assess the students aims and learning style, their like and dislike, their strengths and their weakness. *Second;* to decide what methods and materials are most appropriate given aims of the syllabus, *third;* to decide whatever to use, adapt, replace, or supplement the method and materials use in the textbook. *See* Martin Parrot, *Tasks for Language teacher* (Cambridge: Cambridge University Press, 1993) p, 10.

This technique can involve such activities as the labeling diagram or pictures, completing forms, making diary entries, or showing routes on a map.

# e. Note taking

Not taking activity can be quite realistically replicated in the testing situation.

# f. Transcription

It requires the response to an item to be corrected for a point to be awarded. Candidates may be asked to transcribe numbers or words which are spelled letter by letter.

### g. Moderating the items

The moderating begins by "taking" the test and analyzes their items and their reaction to them.

# h. Presenting the text (live or recorded?)

The great advantage of using recordings when administering a listening test is that there is uniformity in what presented to the candidates. If presentations are to be live, then greatest uniformity will be a achieved if there is just a single speaker for each test.

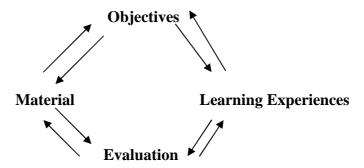
### D. Curriculum

# 1. General Concept of Curriculum

Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not"<sup>28</sup>

According to Ralf W Tyles as quoted by Nasution, curriculum consists of four components. They are specification of objectives, materials, organization of learning experiences and evaluation. The four components are related each other. It could be seen in the following framework:

 $<sup>^{28}</sup>$ Omar Hamalik, Dasar- Dasar Pengembangan Kurikulum, (Bandung: Remaja Rosdakarya, 2007), p. 4



Since curriculum is used in the most of educational institute system, it must be balance. Hargreaves (1994: 184 – 185) explains the balanced of curriculum into two, manageability and coherent.

# a. Manageability

Manageability is concerned with the amount of knowledge and skill that can be put into curriculum; if there is too much content, in relationship to the allocated time, the curriculum is unmanageable for teacher and pupils. Manageability is also concerned with the capacity of teachers to relate the parts together so that they become coherent as whole.

#### b. Coherent

Coherent is about the way the curriculum as whole hang together. When a curriculum is coherent, the various part of curriculum has a clear and explicit relationship with one another. When curriculum lacks coherence, it becomes fragmented and confusing both to teachers and pupils. <sup>29</sup>

Curriculum contains science, knowledge, and experience worth giving to the students to obtain the educational objectives. For that reason, the curriculum developers decide criteria of establishing the knowledge as the content of the curriculum. The criteria are: agreeable, right, and useful for the students' development, appropriate to the social demand and balanced intellectual, moral, and social comprehension.

# 2. Curriculum KTSP 2006

<sup>29</sup> *Ibid*,p.28

KTSP is operational Curriculum which is composed and implemented by each of education units. School Based Curriculum is composed as a manual or guideline in the implementation of teaching and learning activities in Indonesia to achieve the goal of education in the level of education unit. KTSP is newest curriculum in Indonesia. This curriculum is implemented since year 2006 as the perfection of the previous curriculum.

It is stated in 2006 English curriculum that English is a tool to communicate both spoken and written. Communicating means understanding and expressing information's, thinking, feeling, and developing science, technology, and culture. Communications ability is a discourse competence, it is an ability to understand and produce spoken and written text which is realized in four language skills; listening, reading, writing and speaking. These skills are used to respond or create society discourse. Therefore, English subject is instructed to develop those skills, so that students are able to communicate and have discourse competence in certain literacy level.

Literacy level includes performance, functional, informal, and epistemic. In performative level, people are able to read, write, listen and speak with symbols used. In functional level, people are able to use language to fulfill their life needs such as reading newspaper, manual instruction, and directions. In informational level, people are able to access knowledge by using language ability. While in epistemic level, people are able to express knowledge in the target language.

Language learning in senior high school is expected to reach informational level because the students are prepared to continue their education in the higher level. The epistemic level is considered too high to be reached by Senior High school students because English in Indonesia is used as foreign language.

English subject in Senior high school is presented in the purpose that students will have the following ability:<sup>30</sup>

- a. Developing communicative competence in the form of spoken and written to reach informational literacy level.
- b. Having consciousness of the importance of English to improve our competitiveness in global society.
- c. Developing students understanding about the correlation between language and culture.

### 3. Scope of English curriculum in Senior high school

According to 2006 English curriculum, the scope of English subject in Senior High School includes:

- a. Discourse Competence, it is the ability to understand and produce spoken and written text which is realized in four language skills, listening, speaking, reading, writing to reach informative literacy level.
- b. The competence to understand and to produce many kinds of short functional text, monolog, and essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking. The material gradation can be seen in the use of vocabularies, language structure, and rhetorical steps.
- c. Additional competence, such as linguistic competence (the ability of using appropriate grammar, vocabulary, phonetic, and sentence structure), socio-cultural competence (the ability of using language appropriately in different context,) strategy of competence (the ability of compensating for lack of ability in communication process by using many ways in order to keep the persistence of communication), and discourse maker competence (the ability of understanding and creating forms of the language that are longer than sentence, such as stories, conversations, or business letters).

<sup>&</sup>lt;sup>30</sup> *Ibid*, p. 101

School based curriculum is one of decentralization in the area of education. This curriculum is composed in order to improve the learner's potential by considering the need of local, national and globalization.

There are four components included in School Based Curriculum, they are:

- a. The education goal of education unit (elementary, junior, and senior level)
- b. The structure and curriculum contents (containing subject matters, local contents, self- development, arrangement of study materials, criterion of study completeness, criterion of class promotion and graduation, life skill education, and education the basis of local global.
- c. Education calendar
- d. Enclosure (annual program, syllabus, lesson plan, standard competence, basis competence, self- development program, and other instruments; for example mapping basis competence or indicator).

School based Curriculum is developed based on SI ( *Standar isi* ) which is regulated in *Permen Diknas Nomer 22 tahun 2006* and SKL ( *Standar Kompetensi Lulusan* ) which is regulated in Permen Diknas Nomer 23 tahun 2006. It is oriented on the manual curriculum arrangement which composed by BSNP. In compiling school based curriculum, the education units must pay attention to the principles<sup>31</sup>:

- a. Centered on the potential development, need, and the interest of learners and environment.
- b. Various and integrated. School Based curriculum is arranged based on the characteristic of the learners, conditions of the environment, level and in of education. It also appreciates and does not discriminate on the difference of religions, ethnics, traditions,

<sup>&</sup>lt;sup>31</sup> Khaerudin, M.A DKK, *Kurikulum Tingkat Satuan Pendidikan*, (Jogjakarta, MDC&Pilar Media, 2007), p.63

economical status, and sex. Integrated means there is a link between compulsory contents, local contents, and self-development in school Based Curriculum.

- c. Perceptive to the development of science, technology, and art.
- d. Relevant with the need of this time and future.
- e. Comprehensive and continuous. Comprehensive means School Based Curriculum encompasses the whole competence dimensions and the field of science study. Continuous means School Based Curriculum is gradual and continuous among education levels.
- f. Studying a whole life.
- g. Balanced between the needs of national and region.

# 4. listening Based on School Based Curriculum

English is a means of communication both spoken and written language. Communication is about the understanding and comprehension the information, mind feeling and developing the knowledge, technology and culture. The comprehension completely can be defined as discourse competence, i.e. the comprehension of mastering or producing spoken or written text which is realized on four skills: reading, writing, listening, and speaking.

The teaching learning process of English in Senior High school, especially the listening skill, is concerned in the learner's ability to communicate in English in daily life in written text. A written text is about the unity of the meaning and semantics units. There are three functions of listening:

# a. Ideational function

It is the language function which is used in order to construct the idea or information.

# b. Interpersonal function

It is the language function which is used in order to interact with others and express the speech acts, behaviors, feeling, etc.

#### c. Textual function

It is the function in how the text or language which is composed are reconstruct, so it can reach the cohesion and coherence, then it used to make the language easy to be understood by learners or the readers. <sup>32</sup>

According to the *KTSP* curriculum, the basic competences for students in the first semester of Senior High school Grade XI on writing skill are:

- a. Able to understand meaning in short functional text (such as banner, poster, pamphlet, etc.) in formal or informal form using written language accurately, fluently, and acceptable in a daily life context.
- b. Able to understand meaning and rhetoric steps in an essay using written language accurately, fluently, and acceptable in a daily life context.in some kinds of text: *report*, *narrative*, dan *analytical exposition*.

While the basic competencse for students in the 2nd semester of Senior High School Grade XI on writing skill are:

- a. Able to understand meaning in short functional text (such as banner, poster, pamphlet, etc.) in formal or informal form using written language accurately, fluently, and acceptable in a daily life context.
- b. Able to understand meaning and rhetoric steps in an essay using written language accurately, fluently, and acceptable in a daily life context.in some kinds of text: *narrative*, *spoof*, and *hortatory exposition*.

### E. Previous Research

The previous research which related with this research are: (2008) An Evaluation Of Listening Comprehension Materials In The English Course Book For Grade VII of Junior High School "Smart Steps, The Smartest Way To Learn English" Published By Ganeca Exact Publisher Based On The

<sup>&</sup>lt;sup>32</sup> DEPDIKNAS, 2004, p. 94

School-Based Curriculum Or Ktsp. Skripsi thesis SETYAWATI, Yeni, Universitas Muhammadiyah Surakarta.

The second is, Analysis of Speaking Exercise in "Look Ahead 1" An English Course For Senior High School Year X Published by Erlangga. The objectives of this study are to identify to what extent the speaking exercise in Look Ahead 1 that relevant with the criteria of speaking exercise. This study uses the Library research approach, which is the technique of analysis use the content analysis (evaluating textbook). Subject of this research are 36 Speaking exercises which displayed in the "Look Ahead 1".

The third is, *Analysis on Writing Exercises in Look Ahead 2 (English Course Book for Senior High School Students Year XI) Published by Erlangga*. Thesis, Semarang: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), 2010 by Dwi M. Husein (Student Number: 3105055/053411055).

<sup>&</sup>lt;sup>33</sup> Final Project was written by Nurlaila Tuttaqwa, IAIN Walisongo Semarang, 2009