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Research Article

LISTENING AND SPEAKING SKILLS IN “ENGLISH IN MIND” TEXTBOOK BASED ON THE 2013 CURRICULUM

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Abstract: The purpose of this research is to evaluate the compatibility of listening and speaking materials in the textbook “English in Mind” starter level based on the 2013 curriculum that is used in the Indonesian Junior High School for grade VII. This research is designed as a descriptive-evaluative content analysis. The data were collecting by analyzing the content of the textbook particularly listening and speaking parts, consisting of 15 (fifteen) unit including Welcome Unit with 6 sections in each unit. Analysis of the textbook was undertaken on listening and speaking skills, core and basic competencies of the 2013 Curriculum criteria. 1). The result shows that the “English in mind” covers 75% of the criteria of the curriculum listening skill material compatible with the core and basic competence of the 2013 curriculum. The rest 25% of the book content has no compatibility and similarity elements of core and basic competence of the 2013 curriculum. Meanwhile, the textbook “English in Mind” has fulfilled 100% of the core and basic competence of the 2013 curriculum for speaking skill material.

Key Words: *Listening skill, speaking skill, core competencies, basic competencies, The 2013 Curriculum.*

Introduction

English language is very important because of the global status and communication as well. English is used in many sectors such as information, advertising, news, diplomacy, science and business. Nowadays, even, English becomes one of the important requirements to get a certain job for working or scholarship for studying. In the education context, English is one of the compulsory subject in the Indonesian schools taught as a foreign language (EFL). This fact is a reason that teaching English requires a great efforts to achieve the perfect goals. Many language skills are required i.e. reading, writing, listening and speaking as well. These are a set four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. Reading, writing, speaking and listening are the four foundational skills of language learning to mean like no one can build a house without a strong foundation. Similarly, we might not become a well-rounded speaker of a language without building upon those four foundations of language learning.

Some aspects are needed to support the process of the learning those four capabilities or known as four language skills in Indonesia, recognising that English is not its native language. *Listening* is a *skill of critical significance* in all aspects of our lives—from maintaining our personal relationships. It is considered very difficult and as language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input.

A good language program should have relevant instruction about what it claims to offer. It means the instruction should be clear and reaching the goal and aim of the learning process. Also, it describes how the teacher, who acts as an agent between policy maker and the learners, can use various different teaching strategies and required resources to realize the stated learning objectives set by the policy makers to help students to reach the intended learning outcomes as well. Beside method, technique and approachment, one of the most important thing is how we can select a textbook. Although there are some opinions saying that the textbook is not a primary source but the existence of textbooks greatly affect the process of learning and teaching in school activities and there are some values that need to involve in the textbook. A good set of items contains in the instructional and directions. A set of *textbooks* is comprised of a student book, a practice book and a teacher's guide. According to Richards (2013), textbooks are a key component in most language programs. In some situations, they serve as the basis for much of the language input learner receive and the language practice that occurs in the classroom. Performance of listening skill accord to the proper directions from a good textbook. It contains a good knowledge and interest topic in the content and clear directions particularly for speaking activities.

In accordance with this, for a teacher to teach using a textbook is a necessity to be done. This teaching media is physical tool to explain the topic of the learning. Without teaching media, the teaching process can be bored (Kurniadi, 2018). By using textbooks, a teacher can apply the material to be taught efficiently and consistently. The textbook is a reference for a teacher to convey the material to the students. Anything that you want to apply from a syllabus or curriculum can be poured in the form of a textbook. It is able to make the material to be taught to be more directed and structured. In Indonesia, ranging from elementary to college level has been using textbooks for a long time. Hence, a textbook was one of the many kinds instructional material used in learning and it was usually written, tightly organized, and greatly condensed. Teacher and student also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on daily basis. However textbooks must be used appropriately in order to achieve the objectives.



Method

This research is designed as a descriptive-evaluative content analysis. As all learned, qualitative research works from view point that research findings are the result of an interpretive effort subjectively (Sudjiono, 2005). It uncovers a subjective viewpoint in deeply of these hard facts and figures.

Content analysis for making replicable and valid inferences from texts (or other meaningful matter to the contexts of their use) was used in evaluating the textbook (Krippendorff, 2004).. The analysis is done by observing written documents as features of the environment in which behaviour occurs (Drisko & Maschi, 2015). In this current research, the researcher analyzed the speaking and listening skill compatibility from the sections of “English in Mind” textbook, student’s book starter by Herbert Puchta & Jeff Stranks published by Cambridge to all the learners with CEFR A2 Level based on the 2013 curriculum. The conformability will be calculated by the following formula:

$$\text{Level of conformity (\%)} = \frac{\sum F}{n} \times 100\%$$

Notes:

$\sum F$ = number of textbook units correspond to the 2013 curriculum

n = total number of units contained in the 2013 curriculum

Findings and Discussion

The researcher has analyzed and found, in regard to the relevance of materials with core competence and basic competence of the 2013 curriculum in the textbook “English in Mind” starter level as follows:

1. Listening skill in “English in Mind” textbook based on the 2013 curriculum

Based on the analysis and data description above, it has found that the percentage of listening skill in units of “English in mind” is 75% only. The the summing up the compatibility of the listening parts in this textbook as follows:

$$\frac{12}{16} \times 100\% = 75\%$$

It means that the listening skill applied in thix textbook is only 75%. Another 25% of content had no compatibility and similarity elements of core and basic competence of the 2013 curriculum, it is because the topics of those units differs from the core and basic competence of the 2013 curriculum which in Unit 9 found that the topics are most vocabularies about sports. Meanwhile in Unit 10, listening skill focuses on the topic about jobs and *present continous*, as well as Unit 9 and Unit 10, in Unit 13 found no compatibility also with silabus of the 2013 curriculum because this unit mostly talked about *past tense* and some profile of famous persons in the world. Those are topics in that units are not exist in the silabus Grade VII of the 2013 curriculum.

In general, the content of this textbook is having many points of advantage, particularly in speaking and listening segments. Besides that, the textbook also contains grammar, vocabulary, pronunciation, speaking and functions, listening, reading and writing. In listening sections, this book is completed by an interesting audio which designed to inspire teachers and students in learning English in fun way. The content of audio is also matched to the interest, age and the abilities. Comparing to the criteria of the 2013 curriculum for grade VII, this textbook had completed less or more the compability of the curriculum. For listening skill, the content encourages the students to practice and learn some new vocabularies. As desired on the competence of English for grade 7, generally the expected competence is the students able to communicate in three types of discourse are: interpersonal, transactional and functional oral and write on an international literacy level. This textbook covers very good topics and most of topics can be categorized as the intersting topics that are in reach to the students’ knowledge and able to practice



particularly in their daily life. Moreover, as stated by Munkundan and Nimechisalem (2012) a good textbook should match to the specification of syllabus and should be compatible to the interests of the learners. In other other words, a good topic should be compatible to the learners' interest, should have variety and range of topic, and should fit to the syllabus of designed curriculum.

CD (Compact Disc) is provided in one package with the book complete with instructions, exercise and games as well. Those tasks meet the criteria as a well-defined goal, efficiently graded according to the student's need and close to the real language situations. In accordance to the 2013 curriculum, many topics from the CD fulfilled to the knowledge and skill basic competence completeness. Meanwhile in assessment standard, this textbook reflex the attitude domain in the assessment of the 2013 curriculum which found based on the observation through the content of the recorder, it has provided by assessment technique.

2. Speaking skill in "English in Mind" textbook based on the 2013 curriculum

In term of speaking skill in this textbook, it is analyzed and found that all the units of textbook had compatibility with the core and basic competence of the 2013 curriculum. There are 15 (fifteen) unit including welcome unit with 6 sections in each unit had completeness and In-Depth criteria of the 2013 curriculum. Based on the rubric assessment from BSNP, the materials had evaluated with the instrument of feasibility of content which one of the measurement is used to describe the accuracy i.e. the compatibility of materials with KI (Core Competence) and KD (Basic Competence). The criteria were divided into two criteria which is completeness and In-Depth. Meanwhile, to sum up the compatibility of the speaking and listening skills in textbook "English in Mind" starter based on KI (Core competence) and KD (Basic Competence) of the 2013 curriculum criteria, the writer used the following formula to help presenting the data in form of numbers: The research found for speaking skill in textbook:

$$\frac{16}{16} \times 100\% = 100\%$$

It can be concluded that 100% speaking parts of the textbook are fulfilled the core and basic competence of the 2013 curriculum although this book is a book published by Cambridge and related to the learning materials of the textbook for grade VII in Indonesian schools. This percentage gained because the topic in this textbook "English in Mind" starter level fulfilled the criteria in accordance with the silabus of the 2013 curriculum. It is found that the core and basic competences for the 2013 curriculum matched to the content of the textbook "English in Mind". For basic competence no. 3.1 and 4.1, speaking skill can be found in welcome unit and Unit 5, For basic competence no. 3.2 and 4.2, speaking skill can be found in Unit 3 and Unit 5, For basic competence no. 3.3 the topic matched to the content of Unit 13 meanwhile for basic competence no. 4.3, it is found in Unit 7. Next, for basic competence no. 3.4 and 4.4, those are found in unit 4, unit 11, unit 14 and welcome unit. For basic competence no. 3.5 and 4.5, speaking skill can be found in unit 2, unit 5, unit 8 and unit 14. For basic competence no. 3.6 and 4.6, speaking skill can be found in unit 3, unit 6, unit 10, unit 11 and unit 12. The last, For basic competence no. 3.7 and 4.7 and no. 3.8 and 4.8, speaking skill can be found ini Unit 1 and Unit 2.

The textbook "English in Mind" starter level can be a recommended textbook for students grade VII. It guides students to achieve the competence as desired on the competence of English for grade VII, generally the expected competence as demanded by the 2013 curriculum to communicate in three types of discourse which are: interpersonal, transactional and functional oral and write on an international literacy level. Apart from that, the exercises given in this textbook are attractive and applicable in the classroom for teachers and students. It exposed students to be



an active learner all the time even there are some minor incapability found which less in terms of interpersonal, transactional and functional about animals, concrete and imaginative objects close to student life.

Conclusion

Based on the analyzing the textbook “English in Mind” starter level published by Cambridge, the writer concluded that it is very important to evaluate a textbook so that we can consider the core and basic competence in term of the interest, age and abilities of the reader particularly students. To achieve the goal and purpose as demanded by curriculum, teachers and students as well, the appropriate guideline should be provided clearly. We cannot carelessly select a book. In the other hand, There are several domains that most important must be learned in a language. Particularly in speaking and listening skills, we need a very proper textbook to learn to mediate and engage with this communicative language. Therefore, a constructed critiria must apply and consist in all English textbooks.

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