

A STUDY ON THE COMPATIBILITY OF *LOOK AHEAD: AN ENGLISH COURSE 2 FOR SENIOR HIGH SCHOOL STUDENTS YEAR XI* TEXTBOOK WITH SCHOOL LEVEL-BASED CURRICULUM



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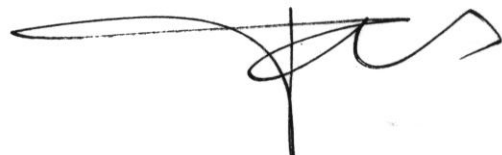
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**A STUDY ON THE COMPATIBILITY OF LOOK AHEAD: AN ENGLISH
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ABSTRACT

This research intends to describe: 1) English textbook 2) School Level-based Curriculum, 3) Syllabus 4) the compatibility of the materials in the textbook with the indicators in syllabus, and 5) communicative exercise. In this research the data are taken from the materials in the textbook entitled "Look Ahead: An English Course 2 For Senior High School Students Year XI" written by Th. M. Sudarwati, Eudia Grace. This research belongs to descriptive research. The method of collecting data is documentation. In analyzing data, the writer does five steps. Those are: classifying the kinds of the materials of four language skills in the textbook based on the school level-based curriculum and also the kinds of its communicative exercises based on four criteria chosen, making comparison of how the materials and exercises of the textbook developed the four language skills suggested by the School Level based Curriculum and also the criteria of communicative exercises based on four criteria chosen, matching the score based on the measurement which has been mentioned, counting the percentage to the total of the language skills and communicative exercises developed in the textbook, and drawing conclusion and suggestion based on the data analysis.

There are two main results of this research: the compatibility of the material with the indicators in School Level Based Curriculum and the communicative exercises developed in the textbook.

The results show that there are thirty five (35) listening indicators which are developed in the textbook out of forty seven (47) indicators, then the total number of speaking indicators is twenty nine (29) indicators out of thirty five (35) indicators, while the total number for reading indicators is eleven indicators (11) out fifteen (15) indicators, and the total number for writing skill is nine (9) indicators out of fourteen (14) indicators. The total number of indicators of all language skills is eighty four (84) indicators out of one hundred and eleven (111) indicators. So, this book is compatible with the indicators in School Level-based Curriculum. The other finding shows that the compatibility of the materials in the textbook with the indicators in School Level-based Curriculum is 75, 67%. It means that the textbook is good in supporting and developing skills suggested by School Level-based Curriculum.

Then, there are four kinds of communicative exercise available in the textbook: information gap principle, jigsaw principle, information transfer principle, and problem solving principle. It is the same with the sum of all criteria which have been chosen by the researcher. So, the result of this study shows that the percentage for this aspect is 100%. It means that the quality of the communicative exercises developed in the textbook is very good.

Key words: *textbook, compatibility, curriculum*

INTRODUCTION

Nowadays English can be called as the international language because many people around the world use and master it. When people are not in their nation, if they do not understand its native language, they will use English to help them. In some countries, English is also taught at schools as in Indonesia.

In teaching English in the classroom, the teachers should understand which materials must be given to their students based on their grade in school. It must be more beneficial if class teachers arrange their own materials for their students if they have their own personal experience and knowledge of most students' condition. Exactly, not all teachers have the time to arrange their own materials in the form of guiding book that contains those materials. Suppose, based on the previous statement above, teachers need appropriate textbook in the classroom for teaching-learning process.

Textbook has some important roles to help the teachers and students in explaining and understanding the materials. It gives the chance for both to enlarge their view about English itself. As we know there are so many English textbooks published to fulfill the teaching and learning process.

Khaerudin (2007: 80-81) states that "in 2006, the curriculum used in Indonesia is School Level-based Curriculum. It is the curriculum arranged and realized in each education institution. It consists of the purpose of (1) education; (2) organization of the curriculum in each institution; (3) education calendar, and (syllabus)".

"Look Ahead" is a series of English course book for secondary High School students for science and social study program. This textbook is arranged based on the 2006 curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* standard content. We can find so many English textbooks for Senior High School Students and the writer wants to analyze to what extend "Look Ahead: An English" textbook design can develop the learners' four language skills. It's used in many schools for some academic years period.

RESEARCH METHOD

This research belongs to descriptive research. Utama (2010: 38) states that "descriptive research is intended to describe a condition and phenomenon as it is. In this research the researchers do not manipulate or give the special treatment to the object, all activities or events are done as it is happened. Descriptive research can be associated with certain cases or a wide enough population."

The subject of the research is the materials and its exercises in the English Textbook entitled "Look Ahead: An English Course 2 for Senior High School Students Year XI" written by Th. M. Sudarwati, Eudia Grace, and published by PENERBIT ERLANGGA in 2007. The focus of this research is the the compatibility of the materials of that textbook with the School Level-based Curriculum and its communicative exercises with 4 criteria chosen by the writer. Those are information gap principle, jigsaw principle, information transfer principle, and problem solving principle. The data are the materials which provide the language skills and the communicative exercises available in the textbook

entitled “Look Ahead: An English Course 2 for Senior High School Students Year XI”. Then, the data source also comes from the English textbook entitled “Look Ahead: An English Course 2 for Senior High School Students Year XI”.

The method of collecting data is by reading the textbook, making list of the indicators of four language skills suggested by School Level-based Curriculum and 4 criteria of communicative exercises, figuring out the kinds of the materials of four language skills and its communicative exercises available in “Look Ahead: An English Course 2 for Senior High School Students Year XI”, gathering the data of the compatible materials and communicative exercises, and creating the abbreviation as follows based on the data in the textbook.

In analyzing the collected data, the writer uses descriptive method. The ways are classifying the kinds of the materials of four language skills in the textbook based on the school level-based curriculum and also the kinds of its communicative exercises based on four criteria chosen, making comparison of how the materials and exercises of the textbook developed the four language skills suggested by the School Level based Curriculum and provides the criteria of communicative exercises based on four criteria chosen, matching the score based on the measurement which has been mentioned before, counting the percentage to the total of the language skills and communicative exercises developed in the textbook, and drawing conclusion and suggestion based on the data analysis.

RESEARCH RESULT AND DISCUSSION

After analyzing the materials in the textbook entitled “Look Ahead: An English Course 2 for Senior High School Students Year XI” written by Th. M. Sudarwati and Eudia Grace and published PENERBIT ERLANGGA in 2007. Based on the research finding the writer present the conclusion which consist of,

1. Four Language Skills Developed

After analyzing the textbook, the writer finds thirty five (35) listening indicators which are developed in the textbook out of forty seven (47) indicators. In listening skill the students are asked to respond the meaning in transactional conversation (to get things done) and interpersonal (socialize) formally and continually (sustained) with kinds of oral speech accurately, fluently, and can be accepted in daily life context and take oral speeches roles in delivering argument, asking argument, showing satisfaction and dissatisfaction, giving advice or warning. Then, they must show their competence to express love, relief, pain, pleasure, sadness, anger, annoyance, and shame feeling.

The compatible listening materials are: identifying the word heard, identifying the meaning of words, identifying the relationship between the speakers, identifying the meaning of oral speeches in showing expression, responding the meaning of oral speeches in showing expression, identifying the meaning of oral speeches in showing dissatisfaction, responding oral speeches in showing dissatisfaction, identifying the context of the situation, identifying the meaning of oral speeches in giving warning, identifying the meaning of oral speeches in accepting demand, responding oral speeches in requesting demand, identifying the meaning of oral speeches which express feelings, identifying the

topic of a short functional text heard, identifying the specific information from short functional text heard, identifying short functional communication text heard, identifying the idea of an audible record which plays report text, identifying the figure of the story heard, identifying events in the text heard, identifying the characteristics of the objects / persons reported, identifying cases heard, identifying arguments heard, identifying the meaning of oral speeches in denying something, responding oral speeches in expressing attitude toward something, identifying the meaning of oral speeches in expressing feeling of love, responding oral speeches in expressing feeling of love, identifying the context of the situation, identifying the meaning of oral speeches in expressing annoyance, responding oral speeches in expressing annoyance, identifying the topic of a short functional text heard, identifying specific information in the text heard, identifying play idea of hortatory exposition text heard, identifying the figure of the story heard, identifying events in the text heard, identifying funny part of the story, and identifying solution in a story heard.

Next, not-compatible listening materials which cannot be found in the textbook are: identifying the meaning of oral speeches in expressing satisfaction, responding oral speeches in expressing satisfaction, identifying the meaning oral speeches in giving advice, responding oral speeches in giving advice, responding oral speeches in expressing warning, responding oral speeches in expressing feelings, identifying the meaning of oral speeches in expressing feeling of sadness, responding oral speeches in expressing feeling of sadness, identifying the meaning of oral speeches in expressing feeling of shame, responding oral speeches in expressing feeling of shame, identifying the meaning of oral speeches in expressing feeling of anger, and responding oral speeches in expressing feeling of anger.

Then, the total number of speaking indicators is twenty nine (29) indicators out of thirty five (35) indicators. In this skill, the students are asked to express the meaning in transactional conversation (to get things done) and interpersonal (socialize) formally and continually (sustained) with kinds of oral speech accurately, fluently, and can be accepted in daily life context and take the speech act's roles in delivering argument, asking argument, showing satisfaction and dissatisfaction. Next, they are also demanded to be able to deliver suggestion and warning, expressing relief, pleasure, and pain feeling, and agreeing a demand.

The compatible speaking materials based on the syllabus which can be found in the textbook are: doing oral speeches in giving an opinion, responding oral speeches in giving an opinion, doing oral speeches of requesting an opinion, responding oral speeches of asking an opinion, doing oral speeches in expressing satisfaction, using speech acts to give advice, responding speech acts in giving advice, using speech acts to inform warning, using speech acts of agreeing demand, responding speech acts of agreeing demand, doing oral speeches in expressing feelings, responding oral speeches which express feelings, doing oral speeches to convey a short functional text, using simple present sentences in submitting report, doing monologue from narrative text, doing oral speeches which express attitude towards something, responding oral speeches which express attitude towards something, using the meaning of speech acts which

express feeling of love, responding the meaning of speech acts which express feeling of love, identifying the meaning of speech acts which expresses feeling of sadness, responding oral speeches which express feeling of sadness, using speech acts which express feeling of shame, using speech acts which express feeling of anger, responding speech acts which express feeling of anger, using speech acts which express annoyance, responding speech acts which express annoyance, using spoken language to convey a short functional text, using past continuous sentence in delivering spoof, and using modal "should" to submit suggestions.

Then, not-compatible speaking materials are that cannot be found in the textbook are: responding speech act in expressing satisfaction, responding speech acts to inform warning, doing monologue from analytical exposition, responding speech acts which express feeling of shame, doing monologue from hortatory exposition text, and doing debate.

While the total number for reading indicators is eleven indicators (11) out fourteen (14) indicators. In reading skill the students are intended to understand and respond the meaning and rhetoric steps in essay text which uses written discourse in the form of report, spoof, narrative, and analytical exposition accurately, accurately, fluently which can be accepted in daily life context, and to access knowledge. The other indicators in this skill are to respond the meaning in short functional text (for instance in banner, poster, pamphlet, etc).

The compatible reading materials in the textbook are: reading aloud the meaningful kinds of discourse text which discussed with the correct pronunciation and intonation, identifying the topic of the text read, identifying the meaning of words in the text read, identifying the events in the text read, identifying the characteristics of the objects / persons reported, identifying the cases discussed in the text, identifying the arguments given, identifying the meaning of the sentence in the text read, identifying the setting in narrative story, identifying the advice given, and identifying the communication purpose of the text read.

Then, not-compatible reading materials which are not found in the textbook are: identifying the specific information from banners, posters, pamphlets, identifying the complications in a narrative story, and identifying the rhetoric steps of the text.

And the total number for writing skill is nine (9) indicators out of fifteen (15) indicators. In writing skill the students are expected to convey the meaning in short functional text (e.g. banner, poster, pamphlet, etc) formally and informally by using kinds of language written accurately, fluently, and can be accepted in daily life context. They are also demanded to use the meaning and rhetoric steps in essay (report, narrative, and analytical exposition. Then, the students are asked to write those text in group or individually.

The compatible writing materials are: using grammar, vocabulary, punctuation, spelling, and writing manner accurately, writing the main idea, drafting, revising, editing, producing report text, producing analytical exposition text, using past continuous sentences in writing spoof, using capital "should" to write suggestions on the text hortatory exposition, producing spoof text, and producing hortatory exposition text.

Then, not-compatible writing materials which cannot be found in the textbook are: elaborating the main idea, producing text from banners, posters, or pamphlets, using the adjective clause in the sentence convey a message, using the adjective phrase in the sentence to make a report, producing narrative text, and using complex sentences to make a story.

In the end of the result of analysis we can see that the total number of indicators of all language skills is eighty four (84) indicators out of one hundred and eleven (111) indicators. Based on the result above, the English textbook entitled “Look Ahead: An English Course 2 for Senior High School Students Year XI” provides and develops the skills or activities as mentioned in the indicators of School Level-based Curriculum of English for second grade students in Senior High School. So, this book is compatible with the indicators in School Level-based Curriculum. All activities in this textbook provide the four language skills: listening, speaking, reading, and writing. The result shows that the compatibility of the materials in the textbook with the indicators in School Level-based Curriculum is 75, 67%.

2. Communicative Exercises Developed

The result of analyzing the communicative exercises is there are four kinds of communicative exercises proposed by Nunan, Brumfit and John. Those are the information gap principle, jigsaw principle, information transfer principle, and problem solving principle.

In the research finding, the writer finds the activities developed in the textbook which are compatible with the theories taken by the writer is all. Those are information gap principle, jigsaw principle, information transfer principle, and problem solving principle. So, the percentage for this aspect is 100%. It gives us the fact that the quality of the textbook in providing the communicative exercise is excellent.

In her analysis, to achieve the first principle, information gap principle, the textbook gives direction to the students to fill the blank to complete the sentence based on the situation to connect some sentences in. Then, they are also asked to write down the missing word in the text based dialog plays from CD. In guiding students to face information transfer principle, the textbook uses direction as mention like this: *Complete the following dialogs using the expressions of asking/giving/denying permission.*

Through jigsaw principle, the students have the turn to deliver and get information. This theory also can be found in the textbook. For instance, the students are asked to listen the narrative story from the CD then they have to answer or give information whether the sentences are true or false based on the sound they heard. The exercises give direction like this: *Listen to the following story. Then, answer the questions. Choose True (T) or False (F).*

In information transfer principle, the students are required to understand and figure out the text. Usually they are asked to answer the question which the information is based on the text. Here, in this principle the textbook use the direction like this: *Read these paragraphs. In pairs, discuss the following questions.*

In problem solving principle the students are asked to find and think the solution based on the cases mention in the question. In guiding the students create the problem solving the textbook use the directions like this: *Go around the class and asks four students what they would in this situation. Take note on your friend's answers and then tell them in front of the class. Choose one of these questions.*

CONCLUSION

The writer can draw the conclusion based on the research finding as follows. After analyzing the textbook, the writer finds thirty five (35) listening indicators which are developed in the textbook out of forty seven (47) indicators, then the total number of speaking indicators is twenty nine (29) indicators out of thirty five (35) indicators, while the total number for reading indicators is eleven indicators (11) out fifteen (15) indicators, and the total number for writing skill is nine (9) indicators out of fifteen (15) indicators. So, the total number of indicators of all language skills is eighty four (84) indicators out of one hundred and twelve (112) indicators. Based on the result above, this textbook provides and develops the skills or activities as mentioned in the indicators of School Level-based Curriculum of English for second grade students in Senior High School. It means that the four language skills (listening, speaking, reading, and writing skill) in School Level-based Curriculum are compatible. So, this book is compatible with the indicators in School Level-based Curriculum. The result shows that the compatibility of the materials in the textbook with the indicators in School Level-based Curriculum is 75, 67%. It means that the textbook is good in supporting and developing skills suggested by School Level-based Curriculum. Then it's also very good in holding up the teaching-learning process for the second grade students of Senior High School.

Then, there are four kinds of communicative exercise available in the textbook: information gap principle, jigsaw principle, information transfer principle and problem solving principle. It informs us that all the kinds of communicative exercises theories which have been taken as the criteria of communicative exercises in this research can be found in the textbook. So, the result of this study shows that the percentage for this aspect is 100%. It means that the quality of the communicative exercises developed in the textbook is very good.

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