

# **ARTICLE**

## **AN ANALYSIS OF LISTENING COMPREHENSION MATERIALS IN “BAHASA INGGRIS” TEXTBOOK FOR 10<sup>TH</sup> GRADE STUDENTS OF SENIOR HIGH SCHOOL**



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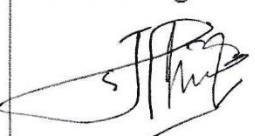


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# AN ANALYSIS OF LISTENING COMPREHENSION MATERIALS IN “BAHASA INGGRIS” TEXTBOOK FOR 10<sup>TH</sup> GRADE STUDENTS OF SENIOR HIGH SCHOOL

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## ABSTRACT

Listening is an important skill which must be learned by students to make them able to receive information from spoken text. Among all of the available materials, teacher commonly used textbook as the main resources for teaching. “Bahasa Inggris” textbook is a book which developed by *KEMENDIKBUD*. This textbook is used for 10th grade students of senior high school and already implemented the curriculum 2013. Unfortunately, there are some students who find difficulties in learning especially in learning listening even though they are already taught using “Bahasa Inggris” textbook. Dealing with this problem, this study was held in order to know the appropriate of the objectives of learning listening with the listening materials in the textbook and how the textbook facilitate the learning listening skills. This qualitative research used content analysis as a method. The subject of this research was textbook entitled “Bahasa Inggris” for 10th grade students of senior high school. The textbook was based on the curriculum 2013 and revision 2017. In collecting the data the researcher used observation checklists to collect data from listening materials in the textbook and to support the data, the researcher used questionnaire to collect students’ opinion about the quality of recorded listening materials in the textbook. The result shows, 5 out of 6 objectives of learning listening already available in the textbook. However, the way textbook facilitate the listening skills in the textbook were not equally presented. For the macro skill, the textbook facilitate all of the macro skills. While, in micro skills the textbook only facilitate 3 skills from 11 micro skills of listening. In conclusion the textbook is recommended to be used in teaching and learning listening however addition materials is needed to support some parts of listening materials in the textbook

**KEY WORDS:** Listening, Listening Comprehension, Listening Materials, textbook, Curriculum 2013, “Bahasa Inggris” Textbook

## I. INTRODUCTION

Listening is one of language skills which is important and needed to build effective communication in everyday conversation or in academic context. As the receptive skill listening take the important role as tool to acquiring the necessary

information to develop the language.

According to Richards (2008:1), listening is comprehension is the traditional way of thinking about the nature of listening in which to make listener understand the spoken discourse.

In teaching listening, the teacher should consider the learning source used in teaching. There are many kinds of learning source that can be used by teacher to teach listening such as magazine, books, TV, tape recorder, newspaper, etc. However, from all of the available source of learning, textbook is chosen by most of the teacher as the main source of learning. According to Diniah (2013:1), textbook is an important part in teaching and learning English for teacher and students as they get benefits on them. In line Garinger (2002) states that textbook can give different benefits for teacher such as a main resources, additional materials, source of classroom activity and even as the curriculum itself.

An English textbook entitled “Bahasa Inggris” is the textbook that published *KEMENDIKBUD* and already implemented the 2013 curriculum. This book is used for 10<sup>th</sup> grade students of senior high school in most of school in Indonesia. Unfortunately, based on the researcher’s experience when doing the *PPL 2 “Praktik Pengalaman Lapangan”* (Teacher Practice 2) at the Senior High School 5 Kediri the students are still get difficulty in learning English especially listening even though the school already used the book that published by *KEMENDIKBUD*. Grant (1987:118) states that there is no perfect book. Even though

the book published by a trustworthy publisher, there is possibility that the textbook may have weaknesses. Chunningsworth (1995:5) added that no coursebook designed for general market will be absolutely ideal for the particular group of learners, the aim of using textbook is to find the best possible fit, together with the potential for adapting of supplementing of the materials that suitable with the learners and the learning. Thus, it is important to know how the materials will support the teaching and learning process for effectiveness of the use of the textbook.

According to Chunningsworth (1995:16) there are four criteria of good textbook: (1) coursebook should respond to learner’s needs. They should match the aim and objectives of the language learning program, (2) coursebook should reflect the uses (present or future) which learners will make of the language, (3) coursebook should make account of students’ need as learners and should facilitate their learning process without dogmatically imposing rigid ‘method’, and (4) coursebook should have clear role as a support for learning. They should mediate between the target language and the learner

The analysis of textbook had been conducted in previous time. Rahmatillah and Pratama (2017) analyze the textbook “Pathway to English” published by

Erlangga at first semester of 11<sup>th</sup> grade of senior high school. The study analyze the way it fulfilled the point of curriculum 2013. Moreover, Fatima, Shah and Sultan (2015) also did similar research they analyze the English textbook “Step Ahead 2” and “Step Ahead” 3” for 7<sup>th</sup> and 8<sup>th</sup> grade students. The research identifies how well a pre-use coursebook matches with the needs of learning program and how much the appropriate activities are. Unlike the previous research that mostly analyze all of the four skills, this research was aimed to do an analysis focusing only on the listening materials in the textbook. This due to look deeper into the listening materials found in the textbook in order to find the strength and weaknesses of the listening materials that have not been reached by the previous studies.

From those explanation above, the focus of the research was to analyze the listening materials in the textbook entitled “Bahasa Inggris” based on curriculum 2013 revision 2017 for 10<sup>th</sup> grade students of senior high school. This research conducted to analyze the appropriateness of objectives of learning listening with the listening materials in the textbook and the way textbook facilitate the listening skills

## **II. METHOD**

This research was content analysis that uses the qualitative approach. According to Creswell (2007:37), qualitative research started with the assumptions a worldwide possible uses of the theoretical lens and the study of research problems. In line, Ary (2010:421), qualitative relies on measurement tools such as scales, tests, observation, checklists and questionnaires.

The research conducted in 5 months start from June 2018 until October 2018. The object of the research was the listening materials in form of printed and recorded materials available in the textbook entitled “Bahasa Inggris” for 10<sup>th</sup> grade students of senior high school the source of the data of this research are different for each research question for RQ1 the researcher collect the data in form words, phrases, sentences, sounds, transcript video, and also questionnaire result to know the students’ opinion about the recorded listening materials in the textbook. And for RQ2 the researcher collecting the data in form of words, phrases and sentences

In conducting the research, the researcher used two kinds of instruments (1) observation checklists to collect the data in form of printed listening materials and (2) questionnaire to collect students’ opinion about the recorded listening materials.



The technique of the data analysis used several steps. According to Ary (2010) the steps of analyzing the data in qualitative research are (1) familiarizing, (2) coding and reducing, (3) interpreting and reporting

### **III. RESULTS AND DISCUSSION**

The result of the analysis showed that in the appropriateness of the objectives of learning listening with the listening materials in the textbook. The textbook fulfil 5 out of 6 objectives of learning listening. The objectives of listening that available in the textbook are (1) catch the meaning of introducing self in spoken, (2) catch the meaning from announcement text, (3) catch the meaning from recount text about experience, activity, events and phenomenon, (4) catch meaning of narrative text in form of simple story, and (5) catch the meaning from song. In addition the recorded listening materials that support the materials showed that the speaker expression scored 128 which categorized as “excellent”, the clarity of the speaker voice scored 134 and got “excellent” predicate, the speed of the speaker in the recorded scored 118 and classify as “good” the speaker accent scored 108 classify as “good”. And the intonation of the speaker sound scored 103 classify as “good”.

The second finding, the way textbook facilitate the listening skills is not

equally presented. For the macro skills, the textbook already facilitate all of the 6 point of the macro skill. However, in facilitating the micro skills the textbook only facilitate 3 out of 11 micro skills. The micro skills that facilitate in the textbook are (1) Retain chunks of different length in short term memory, (2) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information and (3) Recognize reduced form.

### **IV. CONCLUSSIONS & SUGESTIONS**

After conducting the research the researcher conclude that the textbook entitled “Bahasa Inggris” for 10<sup>th</sup> grade students of senior high school based on curriculum 2013 revision 2017 is recommended to be used in the teaching and learning listening

From the research and finding, the researcher give some suggestion to teacher, material developer and previous researcher. Considering the weakness found in the textbook the researcher suggest to the teacher to look for other materials out from the textbook to complete the listening materials that didn’t presented in the textbook. For the materials developer the researcher suggest to pay more attention in the development of the listening materials especially for the equality of the listening

skills. And the last for the other researcher. The analyst of this research is based on the criteria of good textbook based on Cunningsworth's criteria. There are 4 criteria of good textbook according Chunningsworth and this research only analyze using 2 of the criteria which are (1) Textbook should correspond to learners' needs. They should match the aim and objectives of the language learning program. (2) Take account of students needs as learners and should facilitate their learning process. And also this research is 106 focusing on the availability of the materials and the researcher haven't analyze deep into each point of items. The researcher suggest to other researcher to make deep analysis on listening materials or analyze the materials using different indicator from cunningsworth's category of good textbook.

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