

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 A Brief Clarification of KTSP Curriculum

The curriculum is a set of plans, purpose, content, and teaching materials and methods used to guide the organization of learning activities to achieve specific educational goals (BSNP, 2006). Education Unit Level Curriculum (KTSP) is an operational educational curriculum developed by and implemented in each unit of education in Indonesia. KTSP legally mandated by Law No. 20 Year 2003 on National Education System and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards.

KTSP curriculum introduced firstly in academic year 2007/2008 with reference to the Content Standards (SI) and Competency Standards (SKL) for primary and secondary education. As published by the National Education Minister exactly No. 22 of 2006 and No. 23 of 2006 as well as KTSP Development Guide issued by the National Education Standards. In principle, KTSP is an integral part of the content standards but its development is depending on the schools policy to fit it with the students' ability.

KTSP (Curriculum Education Unit) consists of unit-level educational goals of education, curriculum structure and unit levels of education, education calendars, and syllabus. The implementation of KTSP refers to the regulation of National

education minister (Permendiknas) No. 24 of 2006 on the implementation of content standards and competency standards.

2.2 The Curriculum Approach (CA)

When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. Speaker will choose a particular way to express the argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example. He may be more direct in arguing with his friend than with his employer.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning become clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

The Goal of Communicative Approach is students become communicatively competent. Communicative competent involve being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can often

serve a variety of function. They must be able to choose from among these the most appropriate form, given the social context and the role of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors.

The Role of Teacher is a facilitator, such as she/he has many roles to fulfill. She/he is a manager that has major responsibilities to establish situations likely in promote communication. During the activities of classroom he/she act as an advisor, answering students' questions and monitoring their performance. And at another times he/she might be communicator, engaging in the communicative activity along with the students.

Students' roles as communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood-even when their knowledge of the target language incomplete. They learn to communicate by communicating. Students are seen as more responsible managers of their own learning, while teachers' role is less dominant.

Language here is for communication. Linguistic competence, the knowledge of forms and meanings. However, just one part of communicative competence. Another aspect of communicative competence is knowledge of the function language is used for (Larsen, Diane-Freeman 2011,131-133).

2.3 English Workbook

The task is as building block in the language curriculum. Therefore, the teacher and the students' need these tasks to evaluate the students' ability and to

help the students' understand the lesson given. As Nunan said in his book, "Designing Task for Communicative Classroom", content and tasks are developed in pair so that content can suggest tasks and vice versa. There is also a feedback loop so that the result of the evaluation can be feedback into the curriculum planning process. So, that is why they need textbook as known as workbook containing tasks based on the themes in their lesson. Since the materials are important in the teaching and learning process, the workbook designed by the teachers should link to the current curriculum, and suitable with the students' needs and demands.

Workbook should be done in or during the teaching and learning process in the class. It is not a merely a training for students to answer questions but it gives or supply students with task or exercise related to the topic so that the students will understand more than before. It is also not a homework meaning that it does not have to be done at home as homework does.

According to Greene and Petty, workbook has some advantages: the advantages workbooks are:

1. Workbooks are useful because its instructions are so clear that misuse will not happen.
2. Workbook saves time. The clear instructions and systematic questions will make fast students' response.
3. Workbook encourages the establishment of good work habits. By setting a specific task, a definite plan of attack and a time to complete the task,

workbook exercises aid pupils in establishing habits of thoroughness in their schoolwork.

4. Workbook aids in class control. The readily available test and practice materials provided in the modern workbook in language enable the teacher to keep his active and under control.
5. Workbooks provide meaningful practice and drill. Practice exercise can be used effectively if there recognized purpose in the mind of the learners.
6. Workbooks provide material for individual instruction, workbooks provide a practical means of supplementing group instruction with individual instruction.
7. Workbooks serve as means of adjusting for individual different workbook exercises of suitable content and difficulty gives the slow students an opportunity to grow in mastery and in confidence in his own ability to improve his language skills.
8. Workbooks serve a feedback. The student's work can be used to review and give feedback for the next program design.
9. Workbooks are useful for diagnostic and remedial for diagnostic workbook can be used to know the student's difficulties so that the remedial program can be taken.
10. Workbooks are variety and supplement instruction interesting activities and practice exercises that frequently are crowded out of the textbook itself find a useful place in the workbook.

11. Workbooks save the teachers' time. The arranged tasks and time will make the teacher manage the class easier.
12. Workbooks provide saving on cost. All factors needed in the teaching and learning, contents from many sources included in a workbook, will give advantages for all, since it is already fulfilled the mains for teaching learning process with expensive cost.

2.6 The Instructional Materials

Some instructional materials appears in workbook should contain of good design, so that teacher will be easy to use and understand them. Besides, instructional materials as a guide what teacher and students should do. Therefore, the instructional materials need to be arranged in good designing.

Dealing with the designing of instructional materials, Nunan purposes six key principles that can be summarized as follow:

1. The materials should be clearly linked with the current curriculum.
2. They should be authentic in terms of text and task.
3. They should stimulate students' interaction.
4. They should allow learners to focus on formal aspects of the language.
5. They should encourage learners to develop learning skills and learning how to learn
6. They should encourage learners to apply their developing language skill to the world outside the classroom (David Nunan 1991, 209).

At the classroom level, materials often seen more permanent than any other element in the curriculum. This no doubt is largely due to the fact that the materials are tangible manifestation of the curriculum in action. They are, in fact, omnipresent in the language classroom and it is difficult to imagine a class without books.

Nunan also said in his book, “The Learner-Centered Curriculum”, that material are. In fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role. Good materials also provide models for teachers to follow in developing their own materials (Nunan David 1991, 12).

Materials come in many shapes and format, the most obvious distinction is between local materials produced by a teacher for his/her class, and those which are commercially produced. To select good teaching materials for classroom use. Nunan purposed seven criterion:

1. The materials make clear the link between the classroom and the wider world
2. The materials foster independent learning
3. The materials focus the learners on the learning process
4. The materials are readily available
5. The materials accord with learners’ expressed needs
6. The materials can be used at more than one level of difficulty

7. The pedagogical objectives of the materials are clear (Nunan David 1991,56).

2.7 TASK

There are activities in the materials for classroom use. There tasks are helping students to evaluate their understanding toward the lesson they have learned. Nunan defined the term task as “a piece of classroom work which involves learning in comprehending, manipulating, producing or interpreting in the target language while their attention is principally focused on meaning rather than form.

Nunan also stated that the tasks have goal roles for teachers and learners. In synthetic terms, we shall find, lessons and units of work will consist, among other things of sequences of task and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

Shavelson and Stem suggest that task design should take into consideration the following elements:

1. Content the subject matter to be taught
2. Materials - the thing that learners can observe/manipulate
3. Activities – the thing that learners and the teacher will be doing during the lesson
4. Goals – the teachers’ general aim for the task (these are much more general and vague then objectives)
5. Students – their abilities, needs and interest are important

6. Social community – the class as a whole and its sense of groupies (Shevelson, RJ and Stem, P. 1981)

While Robert Keith Jonshon in Richard and Nunan (1987) stated that in broad terms each exercise or tasks follows the stages of development, practice and application outlined.

1. Development

Particular teaching acts are identified and communication tasks are prepared which depend crucially for their success upon the effective performance of those teaching acts.

2. Practice

Teachers complete the communication tasks and evaluate their performance.

3. Application

Teachers identify general principles governing the effective completion of such tasks and discuss ways of applying those principles to their own teaching subjects (Jonshon, Robert Keith. 1987:272).

According to Doyle and Good “task refer to activities that teacher assign to attain particular learning objectives. For giving subject at any levels, the teacher uses a limited repertoire of tasks which essentially defines the teacher’s methodology of teaching. These might include completing worksheets, reading aloud, dictation, quick writing and memorizing dialogues.

According to Tikuhuff in Richards and Nunan. 1990 “Class tasks vary according to three types of demands they make on learners: *responses made demands* (the kind o skills they demand, such as knowledge, comprehension, application, analysis/synthesis, evaluation), *interactional made demands* (the rules governing how classroom tasks are accomplished, such as individually, in a group, or with the help of the teacher), and *task complexity demands* (how difficult the learner perceives the task to be).

CHAPTER III

RESEARCH METHOD

This chapter discusses about Research Design, Data and Data Source, Credibility and Dependability, Instrument, Data Collection, and Data Analysis.

3.1 Research Design

Based on the problems of the research, this research uses descriptive design. This study is hoped to answer the phenomenon of KTSP Curriculum that is applied in schools and its relevance to the English workbook TALENTHA which is used in teaching English for seventh grade of junior high school..

This study is descriptive library research, which presents in depth description of analysis of the English Workbook TALENTHA which is used in teaching English for seventh grade of junior high school.

3.2 Data and Data Source

The data and data source is the English workbook competency in English TALENTHA for seventh grade of junior high school.

Related to the problems of study, the book would be the source of data. The instructional materials were contained in the book had been taken and analyzed whether they were appropriateness to an English curriculum for students of junior high school or not.