

CHAPTER II

THEORETICAL REVIEW

A. Content analysis

Content analysis is a method of data analysis. It concerns language material which already exists in a finished form. One of the purposes of content analysis is to interpret and evaluate.¹ By data analysis, we mean the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to enable you to come up with findings. Data interpretation refers to developing ideas about your findings and relating them to the literature and to broader concerns and concepts. Analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns. Interpretation involves explaining and framing your ideas in relation to theory, other scholarship, and action, as well as showing why your findings are important and making them understandable. The end products of research are dissertations, books, papers, presentations, or, in the case of applied research, plans for action. Data analysis and interpretation moves you from the rambling pages of description to those products (LeCompte & Schensul, 1999).

B. Textbook

1. The Definition of Textbook

In the classroom activities and the process of learning activities textbooks is very important for teachers and students. Textbook so great to help teacher needs and students in the digging of science. As according to H. Wu and H. L. Liu, that textbooks are one of the most educational tool

¹ Phillip Mayring, *Qualitative Content Analysis; Theoretical Foundation, Basic procedures and Software Solution* (Klagenfurt, 2014), 56.

used in the classroom, such as who has been discussed previously by the research.²

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.³

This explains why at all levels of language learning textbook is still taken as important resource among students. On the other hand, Mudzakir concludes that a textbook can be considered as schoolbook, course book, work book or subject book used in school or educational institution complemented with materials for exercise as the students reference book.⁴ It can be inferred that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book workbook or subject book.

2. The Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but

² H.Wu and H. L. Liu, "Gender Representation in Primary English Textbooks in Mainland China 1978 to 2003", *International Journal of Humanities and Social Science*, Vol 5, No 6 (June, 2015).

³ Jack C. Richards, *The Role of Textbook in a Language program*. March 2015, 1.

⁴ Mudzakir AS, *Penulisan Buku Teks Yang berkualitas.*, March 2015, 4.

also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

Richards stated that in certain situation, textbook is a form of teacher training as they give guidelines for ideas and plans on teaching format that teacher can use. As for students textbook provides as source of contact with the language they are learning apart from teacher's input.⁶ As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT; a. A resource for presentation material (spoken and written) b. A source of activities for learner practice and communicative interaction.

3. How to Analyze Textbook

With the high numbers of textbook used in almost every school and language courses in Indonesia, the implementation of a textbook in teaching the classroom becomes relatively crucial. As stated before, the role of a textbook helps the inexperienced teacher. It provides a resource for teaching materials, and many other roles. A textbook should be selected and evaluated in order to find the suitable textbook. The suitability issue of a textbook ever stated by Cunningsworth that no single textbook or course book that been released to market will be completely ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.⁵

This statement is true. With tons of commercial textbook in Indonesia or nowadays the most widely used is BSE or E-Book, the quantity of a textbook available in the markets are high and keep increasing. Yet, the high quantity could not ensure a high quality of itself. That is why the quality of a textbook should be analyzed. Cunningsworth stated several

⁵ Cunningsworth, Alan, *Choosing your Coursebook*.(New York: Macmillan, 1995) , 5.

guidelines in order to evaluate textbook or course book to be specified with what teacher or group of learner needs as follows :

1. They should correspond to learners' needs. They should match the aims and objectives of the language-learning programs. Aims and objectives can reflect learners need in terms of both language content and communicative abilities. Coursebook should be selected in order to help in attaining these objectives. The aims and objectives of learning or teaching program should determine which course materials are used, and not vice versa. It reflected the principle that coursebook are better servants than masters. It is very important that coursebook should facilitate learner's progress and take them forward as effectively as possible towards their goals. Consequently, the content of the materials should correspond to what students need to learn, in terms of language items, skills and communicative strategies.

2. They should reflect the uses (present and future) which learners' will make of the language effectively for their own purposes. The learning or teaching program should have at its base or a clear view of what students need to learn in order to make effective use of the language in personal, professional, academic or whatever other situations are relevance. The most suitable coursebook for your learners will reflect as closely as possible the language content, language skills and patterns of language use that are needed. This involves us in looking beyond the confines of the classroom and focusing our attention on the use which individual learners will make of what they have learned.

3. They should take account to students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'. The approach to learning adopted by a coursebook should not so much impose learning style as meet students needs by allowing them to use styles of learning which suits them, where

possible encouraging the use of a range of styles so as offer students some choice in the way they learn.

4. They should have a clear role as a support for learning, like teachers, they mediate between the target language.¹¹ Coursebook facilitate learning, they bring the learner and the target language together, but in a controlled way. Coursebook support the students in a numbers of way, but particularly by supplying models of English which are learnable at the student's level of proficiency. They also provide exercise and activities designed to promote fluency in the use of English and they often give explanations or contextualized examples which help learners to understand how the language works.

Based on these evaluations in analyzing a good and suitable textbook, the way to analyze a textbook is mainly to find a textbook that focused on the learners' needs and its implication on its usage in facilitating their needs for their necessity in either present or future needs. In addition, it seems that the rubric assessment from BSNP and *Puskurbuk* in textbook evaluation above is completely clear in its focus which is to analyze the suitability of a textbook that implements the current and latest curriculum of 2013. In which in many points of its development, the curriculum 2013 mainly focus on learner needs, learner centered in teaching and learning process. This is in line with Cunningsworth suggested in his guideline of analyzing and evaluating a textbook.

4. Rubric Assessment of Textbook

BSNP itself has released an evaluation process in Pusbukur in form of a rubric assessment to evaluate the properness and also the suitability of a textbook. The rubric assessment from BSNP is designed to qualitatively describe and assess any content related items and materials in a textbook

then quantitatively coding it. According to Puskurbuk, these are instruments in evaluating a curriculum 2013 textbook:

a. Feasibility of Content

This feasibility of content is a group of assessment about the content of the textbook. The feasibility content includes three measurements which are compatibility of materials with (KI) and (KD), the accuracy of materials, and the last supporting materials.

1. The Compatibility of materials with (KI) and (KD)

In this criteria of feasibility of content which is compatible with KI and KD the criteria was divided into two sub criteria which is Completeness and In-Depth.

a. Completeness

In completeness criteria, textbook is expected to expose students to understand and produce both interpersonal and interactional conversation whether in spoken or written to help them interact in contextual and themed situations along with many other characteristic, religious and aesthetic values included.

b. In-Depth

In this criteria, textbook are expected to fulfill several point of In Depth. The first is exposure which means that the textbook are expected to expose student with as many kinds of text that relevant with students' daily life in order to help them get used to any kinds of texts as possible. Then, text retention means that textbook should guide students in understanding the social function, structure of text, and linguistic features. The last is Production textbook which should be able to guide students in every step in producing both verbal and written text.

2. The accuracy of the materials

In this criteria of feasibility of content which is the accuracy of the materials, the criteria was divided into three sub criteria which is Social function, Generic structure and Linguistic feature.

a. Social Function

In this criterion, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to have values in social function in its relation with students daily life either in interpersonal or interactional.

b. Generic Structure

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to give the students an insight and ideas to think systematically in doing exercise or producing it in daily life.

c. Linguistic Feature

In this criteria, the text provided in the textbook or the exercises given from the textbook that have been done by the students are expected to be understandable and fulfill the norm and characteristic values of a good communications in students daily life.

3. Supporting materials

In this criteria of feasibility of content which is supporting materials, the criteria was divided into three sub criteria which are Up-to-Datedness, Development of life skills and Development of Diversity Insight.

a. Up-to-Datedness

In this criteria, every item in supporting the materials and exercise provided within the textbook (Tables, Pictures, Texts, References) should be taken from a relevance and newest sources available.

b. Development of Life Skills

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good personalities that concern about social, academic and vocational life.

c. Diversity Insight

In this criterion, every text and communicative exercise and task available within textbook should motivate students toward a good citizen that concern, understand and appreciate the multicultural diversity.

b. Feasibility of Language

This feasibility of language is a group of assessment about the content of the textbook. The feasibility language included three measurements are the compatibility with student's development, communicative and the coherency and the integrity of idea.

1. The compatibility with student's development.

In this criterion of feasibility of language which is compatible with student's development was divided into two sub criteria which are Compatibility with students' intellectual level and Compatibility with student emotional level.

a) Compatibility with student Intellectual level.

In this criterion, any kinds of language used both in exercise and describing concept of

teaching of tables, pictures or abstract illustrations should be matched with student's intellectual level (can be imaginatively understandable for students).

b) Compatibility with student Emotional level.

In this criterion, any kinds of language used either in exercising and describing concept of teaching of tables, pictures or abstract illustrations should be matched with student's emotional level from local to global context.

2. Communicative

In this criterion of feasibility of language which is Communicative, the criterion was divided into two sub criteria which are Readability of message and The Accuracy of language uses.

c) Readability of message

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and minimizing ambiguities of message so students will be motivated in learning.

d) Accuracy of Language uses

In this criterion, any kinds of language used both in exercise and describing concept of teaching used as effectively as possible and consistent in language uses so students will be motivated in learning.

3. The Coherency and the Integrity of idea

In this criteria of feasibility of language which is the coherency and the integrity of idea, the criteria was divided into two sub criteria which are Coherency of the Chapter and Coherency of the paragraph.

a. Coherency of Paragraph.

In this criterion, the language delivering of text, picture and illustration of paragraph in the textbook displayed in a well arranged and systematical manner in order to create a coherent and cohesive paragraph.

b. Coherency of Chapter.

In this criterion, the language delivering of text, picture and illustration between each chapter are close in understanding from one to another. Therefore, it would create a logic and systematical arrangement.

c. **Feasibility of Presentation.**

This feasibility of presentation is a group of assessment about the presentation of the textbook. The feasibility presentation included three measurements are Technique of presentation, Learning Presentation and Completeness of Presentation.

1. Technique of presentation

In this criteria of feasibility of presentation which is technique of presentation, the criteria was divided into two sub criteria which are Systematic and Chapter Equilibrium.

a. Systematic.

In this criterion, textbook are expected to be systematic in delivering a chapter, starting with introduction, body and after that closing in order for students to be encouraged in learning from the book.

b. Chapter Equilibrium

In this criterion, textbook are expected to deliver the content of a chapter as equal as possible started from the number of pages, exercise generated within every chapter and also illustration that equal within every content of chapter.

2. Learning presentation.

In this criteria of feasibility of presentation which is technique of presentation, the criteria was divided into four sub criteria which are Learner Center, Developing of Initiative, Creativity, and learners' critical thinking, The Development of self-Reliance students and the last The Development of Learners' ability to evaluate themselves.

a. Learner Center

In this criterion, textbook are expected to make students as the subject of learning so that autonomous learning will occurs. The materials and exercises are supposed to be attractive and interactive at the same time.

b. Developing of Initiative, Creativity, and learners' critical thinking

In this criterion, textbook are expected make students to be motivated and creative so when they use the textbook

they will be skeptical about “how, why, where, when etc”. It will make students to be comprehensively motivated to learn more.

c. The Development of self-Reliance students

In this criterion, textbook are expected to make students curious and autonomous on what they learn, expecting them to analyze what they learn

so than they will encouraged toward discovering new things and knowledge.

d. The Development of Learners' ability to evaluate themselves

In this criterion, textbook are expected to encourage students to evaluate themselves, to see how far they have learned from a chapter, and to review the lesson learned from a chapter. It will encourage them to develop their understanding toward the relevance with every exercises or text within textbook.

3. Completeness of presentation

In this criteria of feasibility of presentation which is Completeness of presentation, the criteria was divided into three sub criteria which are Introduction part, Content part and Closing part.

a. Introduction part

In this criterion, textbook are expected to develop sufficient introduction part of a textbook which consists of the Preface and table of content of the textbook.

b. Content part

In this criterion, textbook are expected to develop sufficient content part which consists of introduction, illustrations (tables, picture etc), summary along with self reflection, and the last is exercises.

c. Closing part

In this criterion, textbook are expected to develop sufficient closing part which consists of Glossary, References and Indexes.

The rubric assessment from BSNP is a whole book analysis. This rubric assessment assesses the accurateness and appropriateness of a content of textbook in delivering teaching materials, the technique of presenting, the relation of every chapter, and social benefits from a textbook.⁶(For scoring tables of BSNP Rubric assessment of Table 2.1, see appendix).

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⁶ Puskurbuk, *Rubrik Penilaian Buku Teks Pelajaran Bahasa Inggris*, Desember 2013. (<http://www.Puskurbuk.edu>)

ideal for particular group of learner. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable.⁷

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⁷ Cunningsworth, *Choosing your Coursebook*, 5.

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e. Commercial Textbook

The context name of a textbook produced in the markets is commercial textbook. Basically it is a standard textbook or course book that is published in markets in order to fulfill

⁸ Cunningsworth, *Choosing your Coursebook*, 15-17.

the necessity of a classroom teaching. Usually, commercial textbooks are produced by book publishers and in line with the standardized of current curriculum where the book published or class courses that want a specific materials or exercises designed for the courses. Richards says that

“The course books succeed to the extent that teachers find them useful and easy to use. Very often course books succeed because they can be used very easily and this, in turn, is probably because they have been very cleverly put together. Successful course books are often those which have been artfully constructed. On the other hand, less successful course books tend to have built-in flaws in terms of how well they are constructed: either they were put together too quickly or they were not properly edited and field-tested. As a result they are perceived as being difficult to use, boring and so on.”⁹

In Indonesia itself, government releases textbook in order to help teacher and student in the classroom, but still the textbooks provided by the government are sometime not really successful in the application in the classroom or cannot be used by EFL courses in Indonesia. These reasons make book publishers release commercial textbook to overcome the problems. Therefore, in essence, commercial textbook is a textbook used for classroom purposes that mainly to either help teacher or students in its own way of teaching or learning process.

⁹ Jack C Richards, Cambridge University press 2014, (<http://www.cambrifge.org.br/author sarticles/interview?id=2452>).

C. Curriculum

1. The Definition of curriculum

The curriculum seen in a holistic term has different meanings. It could mean a content, standard or objectives that hold students accountable. In other words, it can be described as set of instructional strategies that teacher could use.¹⁰ Yet in the deeper understanding of curriculum, the curriculum itself has several common concepts as follows:

- a. Scope and sequence, the depiction of curriculum as a matrix of objectives assigned to successive grade levels (i.e., Sequence) and grouped according to a common theme (i.e., Scope).
- b. Syllabus, the plan for an entire course, which is typically, includes the rationale, topics, resources and evaluation.
- c. Content outline, a list of topics covered organized in outline form.
- d. Standards, a list of knowledge and skills required by all students upon completion
- e. Textbook instructional materials used as the guide for classroom instruction.
- f. Course of study, a series of course that the students must complete.
- g. Planned experiences, all experience students have that are planned by the school, whether academic, athletic, emotional, or social.¹¹

With the major objective of education in Indonesia which is to educate people as it is stated clearly in Pembukaan Undang-Undang dasar 1945, the new UU RI No 20 Tahun 2003 about education in Indonesia released. It defines “Curriculum is seen as sets of plans within that include the purposes, content, and teaching materials that will be used as the guideline to achieve the objective of educational institution”.¹²

¹⁰ George J. Posner, *Analyzing the Curriculum third edition*, (New York: McGraw-Hill, 2004), 5.

¹¹ George J. *Analyzing the Curriculum third edition*, 12.

¹² UndangUndangDasar RI no 20 Tahun 2003.

In conclusion, curriculum is a set of plan created to help teacher to keep track on what students needs to learn and what students have to learn by the end of the courses. This also means that curriculum helps teacher in facilitating them through sets of instructional materials, method of teaching, and method of assessment that has been provided within it. Those are solely conducted to help students to accomplish their needs and relevance toward learning.

2. Curriculum 2013

The curriculum in Indonesia has been increasingly developed to be more advanced nowadays. From the last ten years, teachers in Indonesia already adapt three kinds of curriculums from KBK (Competency based curriculum), KTSP (School based-level Curriculum) and the latest curriculum 2013 which is finally released in July 2013.

Here is the Curriculum 2013 that has been released in July 2013. The following Curriculum is for First grade of Senior high School a whole semester curricula (Table 2.2 See appendix).

The latest Curriculum 2013 is perhaps the reformed and advanced version of KTSP because many aspects in the Curriculum 2013 are adapted from KTSP. The KD are still used in the Curriculum 2013. It also still uses the KTSP curriculum frameworks as the basis, yet in Curriculum 2013 introduced new curriculum variable which is KI. Basically, the Curriculum 2013 characteristics are as follows:

- a. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities.
- b. Schools are part of the community that provide a planned learning experience where students apply what they learn in community schools and use the community as a learning resource.

- c. Develop attitudes, knowledge and skills and apply them in various situations in schools and communities.
- d. Give sufficient time to develop various attitudes, knowledge and skills.
- e. Competence is expressed in the form of class core competencies which are further detailed in the basic competencies of the subjects.
- f. Core class competencies become the organizing element of basic competencies, where all basic competencies and the learning process are developed to achieve what is stated in the core competencies.
- g. Basic competencies are developed based on accumulative principles, mutually reinforcing and enriched between subjects and levels of education (organizing horizon and vertical).¹³

The main aspect that has been optimized in Curriculum 2013 compared to KTSP is that in Curriculum 2013 the contents are not only based on student accomplishment on the indicator and standards, but also the student comprehension in applying the value of honesty, self discipline, responsibility, cooperation, tolerance, polite, responsibility, and proactive.

The idea of Curriculum 2013 is to provide all indicators in KD and KI with religious value, believes, and social peace and relate all those values into every single lesson that will be taught.

D. English Language Skills

1. The Definition of English Skills

Learning a language means learning skills. English language itself is pretty much the same with any other kinds of language as we know today. Most of their purposes were meant for communication, either in form of communicative signals or informative signals.¹⁴ It means that language

¹³ Puskurbuk, *Pengantar Instrumen Bahasa Inggris*, 2014 (www.Puskurbuk.edu)

¹⁴ George Yule, 1987. *The Study of Language: an Introduction*, (New York : Cambridge University Press), 23.

does not always in form of speaking and creating sounds, or drawing sign and writes something down, but language is more than that. In language (especially English language), it has two general skills. Those are productive and receptive skills. These two major skills are referred from skills or abilities of a person in daily life in form of communication.¹⁵

Therefore, Skills in language or English language skill are basically the abilities of a person in either producing or receipting a communicative signal for communication between or to others.

2. Productive Skills

As one of major parts in English language skills, productive skills are actually referred from two sub skills in English language. Those are speaking and writing.¹⁶ These two skills are considered as productive skills because speaking and writing are ways of language produced. By using speaking skills, people can greet or chats with others and with writing skills people can write a literature, create notes for others. The idea of productive skills is to delivers what ones idea into others.

In her journal about speaking Chaney cited by Kayi, she determined speaking as building and sharing process of meaning through verbal and non verbal symbol in variety of contexts.¹⁷ Still in the same ideas with Kayi about detailed meaning of speaking, Tarigan stated that speaking is not only referred to the production of sounds and words as a meaningful verbal language. Speaking is also a well developed tool in communicating and sharing ideas between speakers and listeners to fulfill their needs.¹⁸ The definition of Speaking itself according to McDonough and Shaw is

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (New York : Longman Publishing, 1996), 1.

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*, 16.

¹⁷ Hayriye Kayi, *Teaching Speaking : Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No 11 (Nevada : University of Nevada, 2006), 1.

¹⁸ Henry Guntur Tarigan, *Berbicara : Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa Bandung, 2008), 16.

purpose-driven to communicate something in order to fulfill certain particular end, involving expressing of ideas, negotiating, or by solving particular problem and in most common cases is to maintain social relations or friendships.¹⁹ From these statements, speaking could be derived in holistic definition which is commonly used as way of sharing and building either meaning or information with the helps of verbal or non verbal with in context to attain particular end or simply maintain social relations and friendships.

As one of productive skills, writing also considered as important as speaking although the way it's used as a bridge in communication are a bit different. Writing develops communication with the helps of symbols and words in order to deliver the ideas of communication. The information is first written in a media, then given to other so they can understand the context of what being communicated or informed about. Yet, in writing, a higher degree of understanding and structural knowledge is needed because writing is more standardized than speaking.²⁰

Along with the definition of productive skills of speaking and writing to helps people in communicate and sharing their ideas, the functions of speaking is relatively crucial for people in their social life. Brown and Yule cited by Richards describe the function of speaking as a functional establishment and kinds of ways in maintaining good social relations among others, along with its interpersonal and transactional features.²¹ Not only sharing information or ideas between people, there are still other functions of productive skills of Writing and speaking. They also could serve as media to develop language knowledge and skills by substantially exposed to speak and write in normal conditions of language use allowing

¹⁹ Jo McDonough and Christopher Shaw. *Materials and Method in ELT 2nd Edition "A Teacher's Guide"*, (Oxford: Blackwell Publishing Ltd, 2003) , 134.

²⁰ Sara Cushing Weigle. *Assessing Writing* (New York : Cambridge University Press, 2002), 4.

²¹ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (London: Cambridge University Press, 2007), 21.

the people learning from production skills of speaking and writing. Of course with several conditions as consideration for it is to be happened. In conclusion, writing and speaking skills could possibly be used as a media of learning knowledge and abilities.²² To sum up, the functions of both speaking and writing are essential whether in social interaction and many other verbal and non verbal activities, transactional or interpersonal.

3. Receptive Skills

With Language being produced by productive skills such as writing and speaking, people also need the abilities or the skills to interpret and understand what is the meaning and information that have been given. That is why receptive skills are as important as productive skills. They make the information delivered through speaking or writing understandable by others.²³ Still in the same fashion as productive skills, two subs skills also presented in receptive skills which are listening and reading skills and somehow both of them are corresponded to each productive skill. Listening corresponds to speaking as well as reading corresponds to writing.

In his book, Buck explained that receptive skills of listening are one of a unique skill because listening is a complex process. In productive skills of speaking which correspond to listening in receptive skills, the share of base information and knowledge between speaker and listener must be the same. Without the same common and base knowledge between speaker and listener a communication would not be made.²⁴

Likewise, reading as receptive skills also is unique as listening. Reading used to receive the communication via writing through kinds of media of writing. The most common media used in writing are papers, books,

²² I.S.P Nation, *Teaching Listening and Speaking*, (New York: Routledge, 2008), 111.

²³ Jeremy Harmer, *The Practice of English Language Teaching*, 17.

²⁴ Gary Buck, *Assessing Listening*, (New York: Cambridge University Press, 2002), 1-29.

journals, novels, or notes. As we know the way its written is different among any media. An academic papers or books for instance will use formal written English. On the other hand, novels and notes may use informal language. As for informal language, the reader usually does not have to be in the same base knowledge to read notes or novels because it is usually used in daily conversational language people commonly used. Yet, academic papers and books are much more complex. It requires the readers to have at least the same background knowledge as the writers in order to comprehend and understand the information written in it.²⁵ This is in line with Alderson who stated that to comprehend in reading, many kinds of factors included. The level of understanding, the technique of reading and reading purposes affect many kinds of reading orientation toward getting information out of a written media. One may read for pleasure, academic purposes or getting information. Whereas, one may read with skimming technique just to extract the information needed from the written media or some other may read the whole book intensively just to help them understand the information written.²⁶

E. Language Skills in Curriculum 2013

According to KI and KD of curriculum 2013, it is not only literally that uses language skills, but they also focused on student centered learning. This means that in Curriculum 2013 students were expected to use language skills with several Characteristic values embedded. Those aspects of characteristics are self-discipline, honest, polite, responsible, cooperative, responsive, proactive and religious value. However in the real classroom activities, many problems could happen while the classroom is in progress. Brown and Yule believe that teaching speaking in a classroom is another different level. The writing exercises relatively easy to manage, whereas the students could solve it individually with their own pace of

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 17.

²⁶ J Charles Alderson, *Assessing Reading*, (New York: Cambridge University Press, 2001), 1 – 66.

writing speed, their range of vocabulary or grammar understanding. However, speaking is different. They cannot speak individually. They need someone to listen to their speaking and respond to what they have said.²⁷

Not only exercising the students to learn using language skill as real and as active as possible, the KI and KD in Curriculum 2013 also emphasizes the process of learning for a students. It can be started with their beliefs about gratefulness of their chances in learning English language in order to enhance their mental foundation about how important of studying a foreign language nowadays, then appreciating all those beliefs into study. This KD manages students to analyze their materials when they study, leave them to observe their materials, analyze and then derive their own comprehension on the speaking materials. In the last process, they construct their materials and then produce their speaking from their understanding during their analysis of the materials. The class session in Curriculum 2013 is also longer compared to class session in KBK and KTSP. It is given in reconsideration of Curriculum 2013 process of analyzing and student centered session during the class consume lots of time so that students are given longer session in classroom.

²⁷ Gillian Brown and George Yule. *Teaching The Spoken Language "An Approach Based on the Analysis of Conversational English*, (New York: Cambridge University Press, 1991), 25.