
Analysis of Listening Material in Senior High School Students' Textbook

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Article Info

Keywords

Listening Material, English Textbook, Pathway to English

Abstract

Listening is one of the basic skill in language. The process of listening is to notice, identify and understand what others are saying. Pathway to English is Students' Textbook used for Senior High School Grade eleven. This textbook includes listening material. Therefore, the researchers are interested in conducting a research related to the strengths and weaknesses of the Textbook. This research used qualitative method. The instruments of the research is observation. The result of the study shows that there are some strengths and weaknesses of the listening material in this textbook. These weaknesses may affect to the output of language learning and cannot develop students' skill. Therefore it is hoped that the teacher should pay more attention on the listening material in order to help students gain the skill.

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How to Cite

Pangaribuan, D., Sialalahi, A. S., Pratiwi, A., Manalu, E (2019). Analysis of Listening Material in Senior High School Students' Textbook. Educare, Vol. 17, No. 2, Des. 2019, 138-143.

INTRODUCTION

Listening is the ability to identify and understand what others are saying. This involves comprehension a speaker's accent or pronunciation, his grammar and his vocabulary, and conceiving his meaning (Howatt and Dakin). According to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults obtain a large portion of their education, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says.

Understanding the importance of listening in language learning process, teachers should be able to determine appropriate learning material for students. Learning material or learning sources refers to any material with instructional content which is used for formal or informal learning purpose (Evaluation & Selection of Learning Resources: a Guide, 2008). In addition, listening materials may refer to anything which are used by teachers during the listening activity to support the language learning process. The appropriate listening material should fit the students need.

In Indonesia, there is a new regulation that is applied to learning process at school. The new curriculum which is called the revised 2013 curriculum allows both teachers and students explore the provided English textbook prepared by the ministry of education. The implementation of the revised 2013 curriculum moreover has been considered due to the betterment of educational quality to be able to face the globalization challenges (Nur & Madkur, 2014). The revised 2013 curriculum provide schools with two kinds of book which can be downloaded freely. The books are designed differently for teachers and students. There will be a guidebook for teachers which contain several instructions toward the teaching and learning process and there is

also textbook for learners which will not provide the same instruction as the teachers have. The provided textbook contains material which is not arranged separately, it is integrated designed.

In addition, Jazadi (2003: 143) implies that textbooks are best if designed for students who are centered to help students in learning and also provide students in the decision making process in class. This means the quality of textbooks will be good if the textbook serves students who are centered on the teaching and learning process

According to Chunningsworth (1995:16) there are four criteria of good textbook: (1) course book should respond to learner's needs. They should match the aim and objectives of the language learning program, (2) course book should reflect the uses (present or future) which learners will make of the language, (3) course book should make account of students' need as learners and should facilitate their learning process without dogmatically imposing rigid 'method', and (4) course book should have clear role as a support for learning. Chunningsworth (1995:5) added that no course book 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.

There are many types of learning materials including textbooks, video tapes, CD rooms, dictionaries, grammar books, work books, photocopies, exercises, news, etc. Teaching material is very important for teachers to plan and analyze teaching implementation. Among these teaching and learning materials, textbooks play an important role (Tomlinson, 1998).

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.

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. Based on Sugiyono (2011: 8) explained that qualitative research is research that analyzes research data more related to the interpretation of data found in the field. This kind of analysis is done with the help of words to describe conclusions or detailed interpretations in a way that is less biased and subjunctive.

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.

RESEARCH METHOD

In term of research methodology, the researcher used qualitative research which aimed at explaining analysis strengths and weaknesses by using Pathway to English textbook for Grade Eleven Senior High School. According to Donald (2010: 457) states that in qualitative research document analysis is widely applied to written visual data with the aim of identifying the specific characteristics of the material to be analyzed in general form from textbooks, newspapers, or other host documents. The instrument of research is observation that was done to analyze the listening activity given in the textbook. The researchers conduct some steps and procedures to analyze listening materials used in Pathway to English textbook. Firstly, the researchers have to comprehend the standard of listening material used for eleventh grade of senior high school according to 2013 curriculum. Secondly, the researchers have to read all of the listening materials written in Pathway to English textbook in order to see the suitability between 2013 curriculum and Pathway to English syllabus.

Thirdly, the researchers identify listening materials based on the map of the book and the content in each chapter and analyze whether the topic in each chapter are suitable with students daily life. And finally the researchers have to analyze the quality of

listening materials used in Pathway to English textbook.

The research of the observation was used to help researchers make conclusion toward the quality of the listening material.

FINDING AND DISSCUSSION

Finding

Listening materials are available in each chapter of the Pathway to English textbook and most are in the observing section. Listening material in textbooks mostly consists of listening to dialogue or monologues and students are asked to respond to dialogue situations appropriately. In addition to responding appropriately, students are also taught to find some information in the text whether it is specific or general information. In some chapters, there are also parts of listening material that are intended to hone students' intonation and pronunciation. This textbook also gives students many examples of texts to improve their vocabulary. Here are some details that we observe in each chapter;

Chapter 1: You should keep your environment clean.

Page 5: Listen to the dialogues. Decide with picture best describe what the dialogue is about

In this chapter students are going to identify the correct picture, find specific information and improve pronunciation and intonation to express a recommendation/ an offer.

Chapter 2: As far as I'm Concerned

Page 21: listen to a mother and her teenage daughter connecting on each topic.

In this chapter students are going to improve pronunciation and intonation of expressing asking and giving opinions.

Chapter 3: I Wish You All the Best

Page 39: Doni and Sam talk about Sam's tuition.

In this chapter students are going to complete expression about hope and wish.

Chapter 4: We Cordially Invite You

Page 57: Look at the following phrases. Can you match them with their functions?

In this chapter students are going to improve pronunciation and intonation of expressing invitation, and how to respond how to invitation

Chapter 5: Dear my beloved mother

Page 80: You will hear Sammy reading an e-mail from his father.

In this chapter students are going to improve pronunciation and intonation of essential expressions of personal letters.

Chapter 6: Do the Following Instructions

Page 103: listen to the recording and say these words correctly

In this chapter students are going to match the pictures with the suitable instructions.

Chapter 7: It's found near a pond

Page 126: Listen to a dialogue between a mother and her son talking about "From Tea Tree to a Cup of Tea"

In this chapter students are going to improve pronunciation and intonation of expressing an action, event, or activity without mentioning the actor.

Chapter 8: If I have a lot of money

Page 145: Listen to the recordings.

In this chapter students are going to match the condition with the result.

Chapter 9: Is it a mammal?

Page 161: Which picture goes with the monologue?

In this chapter students are going to improve pronunciation and intonation videos about living, non-living things, natural and social phenomena.

Chapter 10: Why is it a good habit to do?

Page 181: Listen to these advertisement. What are these people trying to sell?

In this chapter students are going to understand the contextual meaning of the text, and identify the appropriate picture with the information.

Chapter 11: He was a hardworking man

Page 213: Listen to the monologues and check your answer

In this chapter students are going to improve pronunciation and intonation videos about heroes and heroines.

Chapter 12: I'd like to teach the world to sing

Page 235: Listen to the talks. Which CDs are being talked about?

In this chapter students are going to complete the missing lyrics in a song

Discussion

The Pathway to English Textbook provides colorful pages the combination between green, blue, and white with some foreigner pictures inside, has made the textbook more interesting, so the students will be more interested to learn the book. From the analysis of the textbook, it can be concluded that listening materials in this textbook have some strengths and weaknesses.

1. *Strengths of the existing listening materials :*

- a. Listening materials are suitable with the theme in each chapter.
- b. Listening materials are related with students' daily life.
- c. Listening materials improve students' pronunciation and intonation.
- d. Listening materials improve students' comprehension and skills in listening in order to prepare themselves for final listening test.
- e. Students are easy to follow the listening materials given in the book so that they can practice in their daily conversation
- f. Listening materials provide phonetic symbols for some difficult words to help the students easier to pronounce it.

2. *Weaknesses of the exiting listening materials :*

- a. Listening materials does not provide audio for students listening activity.

- b. Listening materials does not provide grammar section.
- c. Audio for Listening materials cannot be easily accessed.
- d. Listening materials are not from native speaker.
- e. There are some mistakes for the character of listening materials. For example, the dialogue between teacher and Toni but script between teacher and Andi. (Page 39).
- f. In chapter 5, reading skill was edit in listening skill which was inappropriate. "Reading some personal letters" would be better put in reading skill.

Listening section has important role to improve students listening ability. The main goal of listening is to help students understand what the native speaker talk about. So the weaknesses of the listening materials as mentioned above should be resolved.

CONCLUSION

A good English textbook should respond the students' needs, match the aim and objectives of the language learning program. In designing listening materials. It should relate with students' daily life.

Pathway to English textbook has strengths and weakness.

The strengths are :

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- b. Listening materials are related with student's daily life.
- c. Listening materials improve students pronunciation and intonation
- d. Listening materials improve students' comprehension and skills in listening in order to prepare themselves for final listening test.
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The weaknesses are :

- a. Listening materials does not provide audio for students listening activity.
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- f. In chapter 5, reading skill was edit in listening skill which was inappropriate. "Reading some personal letters" would be better put in reading skill.

Therefore, it is suggested to the teacher to pay more attention to listening material in order to support students to get better skill in Listening comprehension as well.

The last is for the next researcher. The researcher hopes that the next researcher can prepare everything before conducting the best possible research in organizing research, can carry out the implementation of the textbook "Pathway to English" in the EFL classroom and can follow up on this research as a reference in the future.

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