



**An Analysis of Listening Materials Based on the 2006 English Curriculum  
(KTSP) in the English Textbook “English on Sky 2” for the Eighth Year  
Students of Junior High Schools Published by *Penerbit Erlangga***

**THESIS**

Presented as One of the Requirements to Obtain the Degree of S1 of  
the English Language Education Study Program, Language and Arts Education  
Department, The Faculty of Teacher Training and Education  
Jember University

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## **DEDICATION**

This thesis is dedicated to the following people:

1. My beloved parents, Suwaji and Muslimah.
2. My beloved teachers and lectures.

**MOTTO**

**You cannot judge a book by its cover.**

(Anonymous)

## CONSULTANTS APPROVAL

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, May 2012

The Writer

## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>CONSULTANTS' APPROVAL SHEET</b> .....	<b>iv</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF GRAPHS</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>SUMMARY</b> .....	<b>xvi</b>

### **I INTRODUCTION**

<b>1.1 Background of the Research</b> .....	<b>1</b>
<b>1.2 Problem of the Research</b> .....	<b>3</b>
<b>1.3 Objective of the Research</b> .....	<b>4</b>
<b>1.4 Operational Definition of the Terms</b> .....	<b>4</b>
1.4.1 The Relevance .....	4
1.4.2 The Listening Materials .....	4
1.4.3 The English Textbook .....	5
1.4.4 KTSP .....	5
1.4.5 Listening Tasks .....	5
<b>1.5 Significances of the Research</b> .....	<b>5</b>
1.5.1 English Teachers .....	5
1.5.2 Other Researchers .....	5
<b>1.6 Scope and Limitation of the Research</b> .....	<b>6</b>

## **II REVIEW OF RELATED LITERATURE**

<b>2.1 Curriculum .....</b>	<b>7</b>
<b>2.2 The 2006 Curriculum, KTSP for Junior High School .....</b>	<b>8</b>
<b>2.3 The 2006 English Curriculum, KTSP for Listening .....</b>	<b>9</b>
<b>2.4 The 2006 Curriculum, KTSP Syllabus .....</b>	<b>9</b>
2.4.1 Definition and Function of Syllabus .....	9
2.4.2 Standard of Competence .....	10
2.4.3 Basic Competence .....	11
2.4.4 Achievement Indicators .....	12
2.4.5 Learning Materials for the Eighth Years Students According to the 2006 Curriculum, KTSP .....	13
2.4.6 Listening Materials for the Eighth Grade According to the 2006 Curriculum, KTSP .....	19
<b>2.5 Textbook .....</b>	<b>20</b>
2.5.1 The Meaning of Textbook .....	20
2.5.2 The Criteria of a Good Textbook .....	21
<b>2.6 The Advantages of Textbook to the Language Teaching and     Learning Process .....</b>	<b>22</b>
<b>2.7 The English Textbook “English On Sky 2” for the Eighth     Grade Students Published by <i>Penerbit Erlangga</i> in 2007 .....</b>	<b>23</b>

## **III RESEARCH METHODOLOGY**

<b>3.1 Research Design .....</b>	<b>28</b>
<b>3.2 Research Subject .....</b>	<b>29</b>
<b>3.3 Data Collection Method .....</b>	<b>30</b>
3.3.1 Reading .....	31
3.3.2 Listening .....	31
3.3.3 Collecting data by applying classification column .....	31



<b>3.4 Data Analysis Method Covers the Steps on How to Analyze the Data .....</b>	<b>32</b>
3.4.1 Counting the percentage of the classification of kinds of text in listening materials presented in the textbook .....	33
3.4.2 Counting the percentage of the classification of listening tasks presented in the textbook .....	33
3.4.3 Counting the percentage of the classification of indicators in each genre of monologue text presented in the textbook	33
3.4.4 Classifying the percentage of the classification of each genre of monologue text presented in the textbook .....	33
3.4.5 Finding the relevance between the listening materials and the listening tasks presented in the textbook and the 2006 English Curriculum, KTSP by giving tick symbol in the parallel column .....	34
3.4.6 Counting the collected data by using the formula of percentage .....	35
3.4.7 Consulting the results of percentage based on the classification of the score levels .....	36

#### **IV INTRODUCTION**

<b>4.1 Listening Materials and Listening Tasks Stated in Basic Competence and Achievement Indicators of KTSP for Eighth Year Students of Junior High School .....</b>	<b>37</b>
4.1.1 Listening Materials Stated in Basic Competence of KTSP for Eighth Year Students of Junior High School .....	37
4.1.2 Listening Tasks Stated in Achievement Indicators of KTSP for Eighth Year Students of Junior High School ....	41

<b>4.2</b>	<b>The English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School Published by Erlangga in 2007 .....</b>	<b>46</b>
4.2.1	The Portrait of the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School Published by Erlangga in 2007 .....	46
4.2.2	The Listening Materials in the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School Published by Erlangga in 2007 .....	47
4.2.3	The Listening Tasks in the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School Published by Erlangga in 2007 .....	50
4.2.4	The Relevance of the Listening Materials of the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School to the KTSP for Junior High School .....	53
4.2.5	The Relevance of the Listening Tasks of the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High School to the KTSP for Junior High School .....	54
<b>4.3</b>	<b>Discussion .....</b>	<b>56</b>
4.3.1	Listening Materials in the English Textbook “English on Sky 2” Published by <i>Penerbit Erlangga</i> .....	56
4.3.2	Listening Tasks in the English Textbook “English on Sky 2” Published by <i>Penerbit Erlangga</i> .....	61
4.3.3	The Weaknesses of the English Textbook “English on Sky 2” Published by <i>Penerbit Erlangga</i> .....	68

<b>V</b>	<b>CONCLUSION AND SUGGESTION</b>	
5.1	Conlussion .....	70
5.2	Suggestions .....	70
5.2.1	The English Teacher .....	71
5.2.2	Other Researchers .....	71

**BIBLIOGRAPHY**

**APPENDICES**

## LIST OF TABLES

2.1	The Standard of Competence of the 2006 English curriculum, KTSP, for Listening for the Eighth Year Students of Junior High School .....	10
2.2	The Basic Competence of the 2006 English Curriculum, KTSP, for Listening for the Eighth Year Students of Junior High School .....	11
2.3	The Achievement Indicators of the 2006 English curriculum, KTSP, for Listening for the Eighth Year Students of Junior High School .....	12
2.4	The Example of Transactional, Interpersonal, and Short Functional Text .....	15
2.5	The Example of Descriptive Text .....	18
2.6	The Example of Recount Text .....	18
2.7	The Example of Narrative Text .....	19
3.1	The classification of score level .....	36
4.1	The Listening Materials Stated in Basic Competence of the KTSP for the Eighth Year Students of Junior High School .....	38
4.2	The Number of Kinds of Listening Materials Stated in Basic Competence of the KTSP for the Eighth Year Students of Junior High School .....	40
4.3	The listening tasks stated in Achievement Indicators of the KTSP for Eighth Year Students of Junior High School .....	42
4.4	The Number of Kinds of Listening Tasks Stated in Achievement Indicators of the KTSP for the Eighth Year Students of Junior High School .....	44
4.5	List of Topics of the English Textbook “English on Sky 2” .....	47
4.6	The Number of Kinds of Listening Materials in the English Textbook “English on Sky 2” .....	48
4.7	The Number of Kinds of Listening Tasks in the English Textbook “English on Sky 2” .....	50

4.8	The Number of the Relevance of Listening Materials in the English Textbook “English on Sky 2” to the KTSP .....	53
4.9	The Number of the Relevance of Listening Tasks in the English Textbook “English on Sky 2” to KTSP .....	54

## LIST OF GRAPHS

4.1	The Percentage of Kinds of Listening Materials in Basic Competence	41
4.2	The Percentage of Kinds of Listening Tasks in Achievement Indicators .....	45
4.3	The Percentage of Kinds of Listening Materials in the English Textbook “English on Sky 2” .....	48
4.4	The Percentage of Kinds of Listening Tasks in Achievement Indicators .....	51
4.5	The Percentage of the Relevance of Listening Materials in the English Textbook “English on Sky 2” .....	53
4.6	The Percentage of the Relevance of Listening Tasks in the English Textbook “English on Sky 2” .....	55

## LIST OF APPENDICES

1	Research Matrix .....	75
2	English on Sky 2 .....	81
3	The KTSP English Syllabus for the Eighth Year Students of Junior High School .....	151
4	A Parallel Column of Analyzing the Listening Materials Available in English Textbook ‘English on Sky 2’ for the Eighth Year Students of Junior High School Published by <i>Penerbit Erlangga</i> in 2007 .....	177
5	A Parallel Column of Analyzing the Listening Tasks Available in English Textbook ‘English on Sky 2’ for the Eighth Year Students of Junior High School Published by <i>Penerbit Erlangga</i> in 2007.....	181
6	A Classification Column of Kinds of Listening Texts Presented in the English Textbook ‘English on Sky’ for the Eighth Year Students of Junior High School Published by Penerbit Erlangga in 2007 .....	187
7	A Classification Column of Listening Tasks Presented in the English textbook ‘English on Sky’ for the Eighth Year Students of Junior High School Published by Penerbit Erlangga in 2007 .....	191
8	Indicators of Monolog Text Available in the English Textbook ‘English on Sky’ for the Eighth Year Students of Junior High School Published by Penerbit Erlangga in 2007 .....	215
9	The Percentage of Indicators of Monologue Text Available in the English Textbook ‘English on Sky’ for the Eighth Year Students of Junior High School Published by Penerbit Erlangga in 2007 .....	223

## SUMMARY

**An Analysis of Listening Materials Based on the 2006 English Curriculum (KTSP) in the English Textbook “English on Sky 2” for the Eighth Year Students of Junior High Schools Published by *Penerbit Erlangga*; Rohmatul Azizah, 070210491005; 2012; English Education Program of Language and Arts Education Departement, The Faculty of Teacher Training and Education, Jember University.**

Learning materials are important in determining the success of teaching learning process. One of the learning resources is a textbook, it provides learning materials for both teachers and students. However, it is not a perfect learning resource because it may have incomplete and irrelevant materials. Therefore, it is recommended that it has to be analyzed comprehensively before it is selected and used in the classroom teaching and learning. This research focused on analyzing the relevance of listening materials in an English Textbook to the 2006 English Curriculum, KTSP because it is important to know whether the listening materials in the English Textbook are relevant or not with the curriculum applied, and therefore it can be informed that the textbook analyzed is suitable or not to be used in the classroom.

This research was conducted to analyze the relevance of listening materials in an English Textbook “English on Sky 2” for the eighth year students of junior high school published by *Penerbit Erlangga* in 2007 to the 2006 English Curriculum, KTSP for the eighth year students of junior high school. The design of this research is content analysis research. The data of this research were the listening materials of the English Textbook “English on Sky 2” for the eighth year students of junior high



school published by *Penerbit Erlangga* in 2007. The 2006 English Curriculum, KTSP for the eighth year students of junior high school was the parameter to measure the relevance of the listening materials of the English Textbook “English on Sky 2” for the eighth year students of junior high schools published by *Penerbit Erlangga* in 2007.

It was found that the listening materials in the English textbook “English on Sky 2” for the eighth year students of junior high schools are transactional and interpersonal text (e.g. expressions of asking, giving and refusing help), short functional text (e.g. announcement), and oral monologue text (e.g. recount text). The listening tasks in the textbook are responding transactional and interpersonal text (e.g. expressions of asking, giving and refusing help), identifying information or meaning of monologue text in some genres (e.g. descriptive).

Also, the textbook contains 79% of listening materials which are stated and relevant to the KTSP, 0% of listening materials which are stated but irrelevant to the KTSP, and 21% of listening materials which are unstated and irrelevant to the KTSP. It also contains 56% of listening tasks which are stated and relevant to the KTSP, 27% of listening tasks which are stated but irrelevant to the KTSP, and 17% of listening tasks which are unstated and irrelevant to the KTSP. It happens because the textbook does not include some listening materials and listening tasks stated in the KTSP. It also has some listening materials and listening tasks which are not stated in KTSP, and its listening materials are not put in order as suggested in the KTSP. While for its listening tasks, there are some of them which do not measure the students’ listening skills, it measures their reading skills instead. Nevertheless, this textbook still can be used as learning resource because it still has 79% of relevant listening materials and 56% of relevant listening tasks and it comply with some criteria of a good textbook, they are: the materials in this textbook refer to the targets should be achieved by the learners (*Competence Standard, Basic Competence and Achievement Indicators*), it contains information, messages, and knowledge as

outlined in the written form that can be communicated to the readers, it pay attention to linguistic components such as pronunciation, and it is presented in the form of an attractive and colorful appearance completed by pictures. The textbook also provides recorded listening materials in the form of cassette. There are 2 cassettes. The first cassette is cassette part 1, consists of unit 1 to 4 on side A and unit 4 to 5 on side B. The second cassette is cassette part 2, consists of unit 6 to 7 on side A and unit 7 to 8 on side B. There are no native speakers involved in the recording, but the pronunciation and accent used are quite close to the native speakers’.

Based on the research result, the researcher suggests the English teachers who use the English Textbook “English on Sky 2” to have another supplementary textbook as the supporting source of this textbook. In other words, the English teachers are suggested to use more than one textbook. It is also suggested that the future researchers take a further research that focuses on the relevance of the other English textbooks published by the other publishers with curriculum as the parameter.