

## CHAPTER II

### LITERATURE REVIEW

This chapter explains the theories of the relevance of learning materials, related researches on learning materials in military milieu, current policy of English language learning and teaching at Pusdikpengmilum Kodiklat TNI-AD, and the theoretical framework of this study. These explanations are presented below.

#### 2.1. The Relevance of Learning Materials

The study of relevance will be started by defining the term of relevance itself and what makes something can be categorized as “relevant”. According to *Dictionary of Education* (Good, 1959, p.488), the term “relevance” can be defined as pertinence to situation or issue. It can be logical, moral, cultural, and religious. When the term relevance is used, it can also refers to appropriateness. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah* issued by *Badan Standar Nasional Pendidikan* (2006, p.12) defines the term *relevant* as *appropriate*. A syllabus is considered relevant when

“...the coverage, depth, levels of difficulty, and materials organizational presentation must be appropriate to the levels of physical, intellectual, social, emotional, and spiritual development of the learners.”

Discussions related to relevance cannot be separated from what is called as defined criteria; a set of requirements to which an entity is judged and considered relevant. Tomlinson (2003, p.30-32) suggested numbers of types to define criteria for material

evaluation such as media-specific criteria to evaluate visuals, sequence of activities, or the layout of the textbooks, content-specific criteria to assess reading texts representation on width and typical sample of genres, age-specific criteria to evaluate the match of the textbook to the age of the target learners, and local criteria to evaluate numbers of features such as the resources of the institution, teachers' and learners' perception, or the objectives of a course. In conducting a materials analysis, curriculum is one of numerous choices of documents that can be functioned as analysis checklist. The key roles of curriculum in language planning are very essential in forming the objectives of the course. As being cited by Ratnasari and Pusparini (2014, p.2), Tarigan and Tarigan (1986, p.66) describe the relationship between the two as water and fish, or as the two sides of coin, two but one, one but two.

This research focuses on two features of relevance; the coverage and materials organization. The coverage refers to the question of to what extent the learning materials cover the learning objectives of the curriculum. For some reasons, a material analyst must not get interfered with his or her own opinions that can make their questions biased. Hence, there must be some criteria where the materials should cover. The use of learning objective as local criteria is one of many choices of defined criteria.

Analysis on relevant materials can be followed by describing those materials in terms of their organizations. Graves (2000, p.44-52) suggested a number of content organization. She focused on how learning materials are organized based on the

purpose of learning. There are three focuses of conceptualizing content suggested in her work; (1) focus on language, (2) focus on learning and learners, and (2) focus on social context. Focus on language consists of a number of learning bases such as linguistic-based, competency-based, topic-based, or tasks-based content. Linguistic-based content for example, focuses on the mastery of sound system (phonology), grammar of the language, and vocabulary of the language (p.44). Meanwhile, topic-based content focuses to the language is used to talk about something, not merely focuses on the mastery of linguistic skills. Other example is competency-based content which focuses on the language and behavior to perform tasks such as how to make and take a call on the telephone. It is a combination of situations, skills, and functions which attempts to provide the needed language to perform tasks. However, the organization of any learning materials depends on the needs and purposes of the composition of those learning materials themselves.

## **2.2. The Importance of Materials Analysis**

Selecting materials for teaching and learning purposes is supposed to be done in a careful framework. Thus, the term textbook appear as the representation of teaching and learning materials. Textbook refers to published book specially designed to help language learners to develop their linguistic and communicative abilities. According to O'Neil (1982, p.5), textbooks are functioned as supporting teaching instrument. In language teaching, textbooks are specifically designed to foster effective and quick learning, Its importance is so extensive in which it is the most universal element in

English language teaching. This nature of textbook is supported by Cunningsworth (1995) and Hutchinson and Torres (1994)

Textbook selection can have a massive impact on the teaching and learning process as teachers would make references to the textbooks. Mukundan (2007, p.1) states that the quality of a textbook might be so important that it can determine the success or failure of an ELT course. A number of studies have suggested that most current global, local ELT textbooks are developed for commercial purposes but are not based on principles of language acquisitions and development recommended by scholars and educators. According to Tomlinson (2008, p.4), the cause of learning failure is twofold. The first cause of failure is publishers would have to produce according to the public demand because they are obsessed to get a commercial success. The second cause is instead of focusing on how learners can take benefits from the textbooks, the authors tend to rely on their intuition and produce materials what they think would work best for their target users. (Tomlinson, 2008, p.7).

Many experts has suggested a number of components or stages of evaluating textbooks. Becerra (2006, p.33) proposed three components of the evaluation process. The first one is the collection of information; bearing in mind factors such as students' background, learning processes, and instructional factors. The second component is the interpretation of the information and comparing it with some desired state of affairs, goals, or other information that the teacher thinks is relevant

to his or her decisions. And the third one is the making process about instruction, students, and textbooks.

Materials evaluation on learning materials is possible to be conducted in two separate (but correlated) parts; subjective analysis and objective analysis. Subjective analysis deals with the course; how the researcher construct an explanation related to the situation of the course and conclude it into some requirements of textbooks needed by the course itself. Meanwhile, objective analysis is an action of comparing: how a textbook matches the defined criteria. The two steps of analysis (subjective and objective) are to be matched in order to draw a conclusion of the textbook appropriateness to the defined criteria.

Prior to the process of defining criteria, Dudley-Evans and St. John (1998, p.173) as cited by Richards, suggested that defining too many criteria is not practical. They propose to use only two or three criteria for the making of defined criteria: (1) the ability of the materials to stimulate and motivate learners, (2) the extent of materials interoperability in working with course or teacher objectives, and (3) the ability of the material to support the learning process. This argument is supported by Richards (2001, p.32) who states that not all published checklist can be used for evaluating and selecting textbooks. He emphasizes numbers of factor that can be effectively adapted to conduct a material evaluation. It comprises of program factors, teacher factors, learner factors, content factors, and pedagogical factors. Before evaluating textbooks, Richards poses questions related to the curriculum that

describes the objectives of the syllabus to be determined by the textbook. This is where the program factors determine whether or not a book does fit the stated objectives of a program. The second, learner factors, describes the situation of the students; their needs for the textbooks, the affordability of the textbook, and how they will use the book for learning purposes. Then, teachers are selected by their level of training, whether or not they are native speakers of English, how they use the textbook in the classroom, and their involvement in selecting the textbooks. This pre-evaluation is used to support the evaluation of a material.

However, materials evaluation and materials analysis are different. A materials evaluation may consist of material analysis. Material evaluation focuses on the users of the materials. Meanwhile, materials analysis focuses on the materials (Tomlinson, 2003, p.16). An evaluation aims to make judgment; this what makes a materials evaluation is subjective. This differs it from material analysis which only focuses on the materials. A materials analysis usually consists of questions such as what the materials contain, how the organizations of the materials, or what are the objectives of the materials. Meanwhile, materials evaluation may asks something in relation with the teachers and learners such as how the materials engage the learners in achieving speaking skills. Thus, it can be concluded that a materials evaluation is a subjective analysis and materials evaluation is an objective analysis. Materials analysis, in the context of this research, can be categorized as what is called by Richards (2006) as the evaluation on *program factors* and *content factors*.

In its preface, the authors claimed that *Campaign 1* is a textbook that combines “the rigorous analysis of English for Specific Purposes and the teachable General English.” However, a basic ESP materials design, based on Hutchinson and Waters, must consist of four elements: *input*, *content focus*, *language focus*, and *tasks*. *Input* is a piece of data for means of communication which depends on the needs analysis defined. It should provide stimulus, new language items, correct models of communication, and topic of communication for language learners, opportunities for learners to use their processing skills and background knowledge. *Content focus* is a kind of situation where non-linguistic features should be explored to create a meaningful means of communication in teaching and learning activities. Meanwhile, teachers are not supposed to forget the main goal of language learning is enabling learners to use language; students must have chances to divide the target language into smaller parts and learn how it operates. Thus, the *language focus* is the core of ELT. At the end, practicing what have been learned is possible through provided tasks. The tasks should facilitate learners to practice language and content knowledge they have learned through the unit.

The content of ESP textbook is generally distinct from general textbook and in some ways it may be unfamiliar for many teachers. However, the guidelines for evaluating materials of general English also apply to ESP materials (Cunningsworth, 1995, p.132). In examining ESP textbooks, however, researchers are to consider various unique aspects compared to general English textbooks. Flexibility is one

general term to describe this uniqueness. For example, learners of ESP courses sometimes have a limited time to attend the courses. For this cause, an ESP textbook that enable students to learn outside the classroom is more valuable (Cunningsworth, 1995, p.134). The main distinction of ESP coursebooks are what is called as subject content; the terminologies that vary from field to field. The students of flying schools need the language of aviation, doctors need the language of medicine, engineers with engineering language, etc. Thus, the emphasis of language teaching in ESP context is what is fundamental to specialists in each field.

### **2.3. Related Researches on Learning Materials in Military Milieu**

Number of researches discussing the role of learning materials in military English training is not exactly known, but this interest has been growing rapidly in the second decade of twenty first century. This is proven by the fact that most articles pertaining to military textbook evaluation were published in 2010 or later. This phenomenon, however, occurs mostly in non-English-speaking countries that both adapt materials published by the US or British publishers or compose their own material for military training purposes.

The use of English language in the military can be traced back to the end of World War II where the United States played the key role in post-war economy. In the situation where technology, science, and commerce use English language as their



lingua-franca, the learners of English around the world were aware that they need specific kind of English for their own needs (Hutchinson and Waters, 2001, p.6).

Military English, in return, has some special characteristics. These characteristics, both linguistic and communicative competence, differs military English from any other kind of English. The most notable characteristic is the use of the imperative to issue orders; the imperatives are used when the level of ranks is involved in a conversation. Polite forms such as “would you” or “could you” are rarely used in military environment. Instead of using those polite words, military units tend to say “you are to” or “I assign you to” as a form of issuing an order. Military English is also characterized by the abundant use of the abundant use of abbreviations; in *Standard Operation Procedure C01 (SOP C01)* of the *US Army Civilian Management*, 100 of 873 words contained are either acronyms or abbreviations (Saarniit, 2010, p.11-12). Its richness of abbreviations, jargons, acronyms, secret meanings, and obscure nuances can confuse someone who is unfamiliar with it (Scasny, 2004, p.2).

One related study a research by Georgieva (2010) who conducted a research about English military textbooks relevance found that the needs analysis of Bulgarian Naval Academy (BNA) students should be based on a document issued by Bulgarian Government called *Strategy for the Development of English Language Training System: Aims, Missions, Tasks, and Components*. This document provides guides for teaching English for military in terms of the aims, missions, tasks, and components

required by the Bulgarian Ministry of Defense to be applied in the duty of Bulgarian servicemen. To triangulate her analysis, she conducted a survey towards 253 officers, NCOs, and privates. The questionnaires related to the quality of the syllabus and the books. Interestingly, she grouped the students into four levels; the fourth level use a general English textbook supported with *Campaign* textbook series similarly used by the Pusdikpengmilum. Similar with Pusdikpengmilum, BNA also purchased a set of program called American Language Course (ALC) Program issued by Department of Language Institute English Center (DLIEC) headquartered in Lackland, Texas. The package of this program includes the textbook *American Language Course (ALC)* coursebooks. From this study, she found that the students want more military topics in ALC textbooks. Some of them say that the textbook is outdated and “not military enough” in spite of its military publisher. They tend to show their favors to *Campaign* series which contain more military topics, abbreviations, and even naval topics.

Military English textbook evaluation has been done by many scholars in the world. Most of the researchers work either for the military or defense universities. The closest study is conducted by Saarniit (2010) who studied the advantages and disadvantages of *Campaign: English for the Military* volume 1, 2, and 3 for English teaching in Estonian National Defence College (ENDC). Saarniit uses evaluation checklists proposed by Cunningsworth (1998). He focused his study on *Campaign 2*; meanwhile the *Campaign 1* and *Campaign 3* are only given a brief discussion as comparison to the main target textbook. The researcher found that the advantages of

*Campaign 2* are that the book comprises of military topics which is able to motivate learners. Furthermore, the variety of tasks and visual materials also adds learners' motivation. Meanwhile, he found a little recycling process of grammar and vocabulary activities which is claimed by Cunningsworth (1998, p.28) as important step before they are stored in long-term memory. Fortunately, this disadvantage can be overcome by supplementing the textbook with other general English textbook or using *Campaign 2* as supplementary textbook.

#### **2.4. Current Policy of English Language Learning and Teaching at Pusdikpengmilum Kodiklat TNI-AD**

The objective of English language program for military as stated in *Skep Dankodiklat TNI-AD* Number 19 - D5 - KIBI Level I - 2007 within the set of KIBI New ALC curriculum is

*“Mengembangkan kemampuan Perwira Siswa, Bintara Siswa, dan PNS TNI-AD agar memiliki pengetahuan dan keterampilan Bahasa Inggris Level – I New ALC yang berjiwa Sapta Marga dan Sapta Prasetya Korpri serta kondisi yang samapta.”*  
(Developing the skills of officer, private, and civilian servicemen students of the Indonesian Army in order to achieve knowledge and skills of Level – I New ALC English language in the spirits of *Sapta Marga* (Oath of the Soldiers) and *Sapta Prasetya Korpri* (Oath of the Civil Servants) along with steady physical condition).  
(*Skep Dankodiklat TNI-AD* No.19 – D5 – KIBI LEVEL I – 2007).

There are two words that are supposed to be underlined in this statement; *pengetahuan* (knowledge) and *keterampilan* (skills). The demand of the institution for knowledge and skills indicates the spirit of KIBI curriculum by which it presents a

competency-based language program. According to Griffiths & Lim (2014, p.2), competency-based language teaching characterizes a language that is connected to a social context rather than being taught in isolation. Students are expected to be able to communicate using the language they have learned. A Competency, according to Richards & Rodgers (2001) as cited by Griffiths & Lim (2014, p.2), refers to “critical work functions” or tasks in a defined settings. In accordance with a language program, a competency-based curriculum or syllabus is different from the curriculums of more traditional classes. CBLT courses are developed to achieve knowledge and skills necessary for mastery. Syllabus must include performance activities that enable students to practice the skills. (Griffiths & Lim, 2010; Richards & Rogers, 2001; Wong, 2008). In other words, KIBI Level 1 New ALC curriculum offers a language teaching approach that emphasizes the involvement of competency-based approach to achieve the stated objectives.

In comparison to the KIBI curriculum, the authors of Campaign 1 categorize their textbook content in four language elements; grammar, function, pronunciation, and vocabulary. The involvement of characteristic features of language development offers one possibility towards a language-based interpretation of learning (Halliday, 1993, p.1). Different from the stated objectives of the KIBI curriculum, *Campaign 1* presents the language elements to carry out in learning process. Meanwhile, the KIBI curriculum does not emphasize some topics to be done rather than focusing on language elements. This hypothesis is seen from the facet of table of content.

However, the real base of materials organization must be studied in more in-depth analysis on the content of the textbook.

The structure of KIBI Level 1 New ALC curriculum is primarily adapted from the American Language Course program issued by Defense Language Institute English Language Center (DLIELC) located at Lackland, Texas. DLIELC started as US Air Force Language School in 1957 and expanded to include other career fields. According to the website of DLIELC, ALC curriculum could be obtained under the provisions of the International Military Education and Training procedures, Foreign Military Sales (FMS), and Private Sector Sales and US Federal Government Agencies sales. A set of materials offered in the purchase are General English intensive and non-intensive materials, English for Specific Purpose (ESP) materials, Computer-based Training (CBT), instructional support materials, achievement, proficiency or placement tests, and skills assessment kits

According to *Kurikulum Pendidikan Kursus Intensif Bahasa Inggris Level 1 New ALC* (English Intensive Course Level 1 New ALC Curriculum), the requirements of attending English Intensive Course in Pusdikpengmilum Kodiklat TNI-AD is the ability to take American Language Course Placement Test (ALCPT) with minimum score of 25. This score is similar to level I according to the list of score conversion attached on the curriculum.

The ALCPT itself is also developed by English Language Center of Defense Language Institute. This placement test is designed for English Language Training Program around the world (See ALCPT Handbook 2013). The purposes of conducting this assessment, based on ALCPT Handbook 2013, are to; (1) place students in an American Language Course only, (2) evaluate student progress midway and at the end of an ALC program, (3) screen candidates for readiness to take the English Comprehension Level (ECL) test, (4) evaluate the English language abilities of local personnel working for, or being considered for positions with, the military. ALCPT is a US government-issued test. Thus, the sale of this test must be with approval of DLIELC Test and Measurement Branch.

Comparing the purposes of ALCPT with the KIBI Level 1 New ALC Curriculum, the researcher has discovered that the target use of ALCPT in English Intensive Course in Pusdikpengmilum is relevant to the rules of the Defense Language Institute terms and conditions. ALCPT in Indonesian Ministry of Defense curriculum is functioned as placement test, midterm test, and evaluation test. This test is, however, must be conducted under license of DLI for assuring the legal aspects of this assessment product. In fact, *Campaign 1* is designed to meet NATO STANAG 6001 (STANdard AGreement) since it is one of the stated standards for material and testing purposes; which means it is not specially built to meet the requirements of Defense Language Institute's American Language Course program. However, some cases show that American Language Course (ALC) program also use *Campaign*

series as supplementary textbooks to support American Language Course Book (ALC Book). One case from a *Czech National Report (2007)*, as cited from Solestova (2014, p.20) shows that ALC Program satisfies the linguistic requirements for Czech military units serving with multinational units abroad.

## **2.5. Conceptual Framework**

The researcher intends to find out the relevance of the textbook *Campaign 1: English for the Military* to the stated learning objectives of English Intensive Course in Pusdikpengmilum Kodiklat TNI-AD. There are some notable checklists based on the theory of Richards, (2001); Robertson, (1997); Cunningsworth, (1995); Williams, D. (1983); Williams, R. (1981) and Tucker (1975). The researcher decides to use one instrument based on the theories of Richards (2001) and Dudley-Evans and St. John (1998) who argue that determining too many criteria for evaluating textbooks is not practical, so that using two or three criteria is more practical to evaluate a textbook. Referring to textbook analysis study conducted by Ratnasari and Pusparini (2014), the researcher draws a conclusion that conducting textbook analysis by observing and comparing the textbook contents to the stated objectives of curriculum is possible to be done.

According to Tomlinson (2003, p.24), there are three types of evaluation; pre-use evaluation, whilst-use evaluation, and post-use evaluation. Due to the current use of these materials at Pusdikpengmilum, the researcher categorizes this research as a whilst-use evaluation because it measures the value of materials whilst using them.

There are several features can be measured in a whilst-use evaluation such as achievability of tasks, achievement of performance objectives, or the teachability of materials. The researcher decided to pick up two of them namely achievement of performance objectives and teachability of materials. The primary data (achievement performance objectives) is obtained through material analysis, while the secondary (teachability of materials) is obtained through interview and questionnaire research design. All results will be triangulated forming a description about the relevance of learning materials in *Campaign 1*.

The focus of this study is to validate the content of the textbook to the stated objectives of English course in Pusdikpengmilum in terms of the coverage and the materials organizations. The researcher uses the KIBI Level 1 New ALC Curriculum as the main defined criteria source of this analysis. The use of curriculum objectives is supported by Tomlinson (2008, p.32) who stated that the defined criteria of a materials evaluation can be developed from actual or potential environment of use such as the perception of teachers and learners, the syllabus, and the objectives of the course. Thus, to support the results, instructors' perceptions of the materials resulted from the interview and questionnaires will be used to verify the result of the document analysis.