

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses on the review of related theories underlying the research. It consists of a theoretical review relevant to the title of the research and review of previous studies.

A. Textbook

1. Definition of Textbook

Textbook generally is a book which contains some materials of certain subject to be learned by the students in the school. It is used as a main component to deliver the material framework designed in the curriculum (Nurhikmah, 2017). Thus, English textbook are a set of instructional material of English taught as a subject matter at school specifically designed for specific target audiences in specific context. According to Cunningsworth (1995), textbooks provide educational text which can be used as a source of material for teaching and learning. Textbooks are material sources that provide instructions to the teachers and students. This is why it is stated that textbooks are the backbone of every educational system. In addition, Tomlinson (1998: 273) argues that a textbook supplies core materials for a language-learning course and aims to serve what learner and teacher need during a course.

2. The Role of Textbook

Textbook is one of the important components in most language programs. Textbooks in the teaching and learning process might function

as the main language input that is received by the students (Tomlinson, 1998). According to Herlinda (2014), there are some roles of the textbook in language teaching. First, textbook is a resource for presentation material (spoken and written). Then, textbook is a resource of activities for learners' practice and communicative interactions. Third, it is a reference source for learners in grammar, vocabulary, and pronunciation. Last, it is resource of simulation and ideas for classroom activities, and as a syllabus.

In addition, according to Ansary and Babaii (2002: 2), there are some arguments for using a textbook. First, textbook is a framework which regulates and times the programs. Second, in the eyes of learners, no textbook means no purpose. Third, without a textbook, learners think their learning is not taken seriously. Fourth, textbook can serve as a syllabus in many situations. Fifth, textbook provides ready-made teaching texts and learning tasks. Sixth, textbook is a cheap way of providing learning materials. Seventh, a learner without textbook is out of focus and teacher-dependent, and perhaps most important of all. Last, for novice teachers, textbook means security, guidance, and support.

3. The Importance of Selecting Textbook

Evaluation of textbook and other materials is the natural and fundamental part of the teaching and learning process. Textbook evaluation helps curriculum designers and material developers to consider key issues while designing language courses. In addition, evaluation studies are of particular importance in reexamining the deficient points in

the existing materials and enhancing the quality of the materials. In the evaluation process, ideas and suggestions of teachers should be considered on the ground that they are the immediate users of course book and usually have good insights into course book usage and classroom dynamics (Cahyani and Perdana, 2019: 3).

Textbook is important for students to prepare and fulfill experiences in a good process. Textbook has many functions in a course, it would be better if the teacher used textbook as guidance and do analysis whether particular textbook has fulfilled syllabus point or not, therefore the students has got standard knowledge based on particular curriculum. It means that the materials in the textbook should help the teacher in conducting teaching and learning process. So it is important for the teacher to select and analyze the contents of textbook about syllabus point (Widiyawati, 2020).

B. Content Analysis

Content analysis is a research technique to make a replicable and valid inferences from the texts to the context (Krippendorff, 2004: 18). In addition, Anderson (2007) argues that content analysis is a method used in analyzing qualitative data. Meanwhile, Tharenou et al. (2007) states that content analysis identifies and categorizes certain types of messages either written or spoken material in evaluating the content of publications. It can evaluate the data quantitatively, or it can interpret the data qualitatively, depending on the research question and given knowledge of the topic. According to Krippendorff (2004: 24), content analysis in subject matter categories is

applied to a wide variety of printed matter, such as textbooks, comic strips, speeches, and print advertising. In line with this, the research is content analysis on the English textbook.

C. Criteria of Good Textbook

Ansary and Babaii (2002) argue that “no textbook is perfect”. Therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation. In fact, there is no book that can really represent students in one class, let alone represent one school. Then, the different backgrounds of students are the reason why no textbook is perfect. Even so, there are always examples of good textbooks from bad ones. It depends on how the users can choose and select the textbook according to their needs.

Mukundan et al. (2011) provide the criteria for a good textbook. The textbook evaluation checklist from Mukundan et al. (2011) contains two aspects. They are general attributes aspect and learning-teaching content aspect. In general attributes aspect there are some sub aspects; the book in relation to syllabus and curriculum, methodology, suitability to learners, physical and utilitarian attributes, and also efficient outlay of supplementary materials. Furthermore, in learning-teaching content aspect there are some sub aspects; general, listening, speaking, reading, writing, vocabulary, grammar, pronunciation, and exercises (Mukundan et al., 2011).

The following are explanation of criteria English textbook evaluation by Mukundan et al. (2011):

1. General Attributes

a. The book in relation to syllabus and curriculum

The books in relation to the syllabus and curriculum mean that a good English textbook can be seen from the content of the textbook should be relevant with the syllabus and curriculum that applied. In this context is syllabus of the tenth grade of senior high school in prototype curriculum (*Capaian Pembelajaran* Phase E). Various types of text such as narrative, description, procedure, exposition, recount, report, and authentic text are the main references in learning English at this stage.

b. Methodology

In a good English textbook, learning activities in the textbook can be exploited and embrace various methodologies in ELT. Moreover, learning activities in the English textbook can work well with methodologies in ELT. According to Harmer (2007), there are some methodologies in ELT. They are PPP (Presentation, Practice and Production), Suggestopedia, CLL (Community Language Learning), TPR (A Typical Total Physical Response), CLT (Communicative Language Teaching), TBL (Task-based Learning), and etc.

In PPP, the teacher introduces a situation that contextualizes the language to be taught. The language, too, is then presented. The students practice the language using accurate reproduction techniques

such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase, or sentence at the teacher's urging), and cue-response drills, and the student makes the desired response.

Meanwhile, in suggestopedia, the students can do various pleasant activities, like singing, dancing, dramatizations, and games. The activities should work well with the methodologies. Guidance of the activities must be stated clearly for the students can do those, such as using language they can achieve, not unfamiliar words for them. Then, TPR method is a way of teaching language that uses both verbal communication and physical body movement. In TPR method, teacher usually use TPR circle, simmon says, or TPR sounds. In CLL, the teacher makes students in groups either small or big groups according to the needs.

Communicative Language Teaching (CLT) is an approach that aims to achieve communicative rather than linguistic competence through learner interaction. In CLT method, there are two forms of activities in class. CLT uses every activity that involves authentic interactions, both between teachers and students and between students and students. For example, the teacher makes games in the learning process so that the students can be enthusiastic, such as Kim game, calendar game, guess the flashcard, find the color and so on. In the method, the students also practice conversations with their friends.

They first listen and repeat to sentence by sentence of the conversations by the teacher. Furthermore, In TBL, teacher and students apply task-based instructions the teaching-learning process.

c. Suitability to learners

A textbook must compatible with the age of the learners and compatible with the needs of the learners. A textbook must be relevant to the age of the learners that are indicated in the themes of the text. In this case, the themes must relate to teenagers' daily life. Meanwhile, learning activities must be relevant to their needs, such as how teenagers use English in daily life.

d. Physical and utilitarian attributes

The layout of a textbook should be attractive, especially the picture on the cover so that the students can be the spirit in using the textbook. The uses of texts and visuals should be also efficient in the textbook in each chapter. Those must be adequately provided in the chapters. Meanwhile, the textbook must be durable, either physical or material. In the physical one, the sheets are solid, and not easy to be ripped. In material, the textbook relates to the material of the previous education level. The material is a continuity of material in Junior High School if the textbook is for Senior High School. The price of the textbook should be also considered. The price is achieved by the students.

e. Efficient outlay of supplementary materials

A good textbook ideally includes supporting materials like audio materials. On the English textbook, the audio materials are useful in

teaching listening. The students do not always learn by listening to the teacher's sounds.

2. Learning-Teaching Content

a. General

The tasks of a textbook can make the students enthusiastic about the learning activity. The tasks move from simple activities to complex activities for the students can do slowly. They do those step by step with clear guidance from the textbook and the teacher. The tasks can be achievable for them. Cultural sensitivities must have been considered for the students can respect everyone along with ethnic origin, occupation, age, religion, physical and character attributes, professional and social positions, and so on. The language and the situations of the dialogues in the textbook should sound natural and real. The textbook prepares the students to communicate independently in the real world by using daily language which is not too formal. The situations of the dialogues must also relate to the real world and be communicated informally.

b. Listening

Listening is the first skill that students receive when the teaching and learning process begins. When the teacher enters the class, firstly, they will greet the students by using English. The students listen to what the teacher says then they respond to it. The students will use their listening skills first, then they will use their speaking skills. The listening task is one of the ways to improve listening skills. A good

textbook is a textbook that has appropriate listening tasks with well-defined goals. The goals or learning objectives of the listening tasks are an implementation of the syllabus in the curriculum. In addition, listening tasks must efficiently grade according to complexity. Furthermore, the tasks should be authentic or close to real language situations. If the tasks are authentic or close to real language situations, it will trigger the students to practice in daily life.

c. Speaking

The activities in speaking must be communicated meaningfully. The language used is achievable for the students, using familiar words or the daily language they can achieve to understand the materials, like a conversation. The activities must be also balanced between individual response, pair work, and group work for not only they can respond individually but also collectively with their friends. The pair and group work can build a good relationship among them to be more intimate and also can exchange ideas, such as discussing a place or an object and showing their expression on the things.

d. Reading

The texts in reading should be graded and interesting. For example, the texts regard to increased vocabulary and have good themes which are relevant to their level and age. The students can increase their vocabulary mastery while reading. Not only they can understand the content of the text but also, they get new vocabulary. Moreover, if the theme of the text is interesting, they will be more enthusiastic and not

boring in reading. The reading texts can be also used as a model for written works, they are asked to write something based on the model by giving information in a different form.

e. Writing

Writing task is usually related to producing something. Writing tasks in English textbooks should interest, which means writing tasks should be varied to avoid monotonous. The monotonous writing tasks model makes the students easily bored, while the varied writing tasks will make the students feel challenged in completing the next writing tasks. In addition, each writing task must have a clear goal that can be achieved by students. The adjustment between writing material and writing tasks is very important to achieve the learning objective. The teacher can find out the extent to which students understand the writing material by being given writing tasks.

f. Vocabulary

Vocabulary or new words in an English textbook in each lesson have to be appropriate to the students' level. The vocabularies use familiar words or the daily language they can achieve. If using formal language, they will be difficult to understand. Although they can still understand it through a dictionary, it is not an appropriate language for their level. The distribution of the vocabulary loads in the textbook should be good, that is from simple to complex. Simply, for example, they learn vocabulary through pictures with the names of objects, buildings, animals, and so on. Meanwhile, the example of a complex,

they learn vocabulary through conversations and they can also increase vocabulary outside the classroom because the vocabulary of English is so large. In addition, vocabulary in a good textbook should be efficiently repeated and recycled across the book.

g. Grammar

Learning a language cannot be separated from grammar. All language skills require grammar as language rules. Grammar teaches how people must arrange sentences with the correct arrangement so that the meaning can be conveyed properly. People can still convey the message even with poor grammar. However, the message conveyed will be less effective, efficient, and aesthetically pleasing than when the people have mastered grammar properly and correctly. A good textbook is when the spread of grammar is achievable. Further, grammar is contextualized. It means that grammar should be merged into other language skills. Grammar does not have to be taught explicitly; it would be better if grammar is combined with other skills. It aims to reduce student boredom. Learning grammar will be very boring and make students sleepy if the teacher only teaches theory from the first minute to the last minute. Grammar is something that must be combined with others so that students can understand the context better. When students can understand the context then they can apply it in real life. This will be more useful than using the method of memorizing formulas such as tenses.

h. Pronunciation

Pronunciation materials are also important to be included in an English textbook besides four skills, grammar, and vocabulary. The materials have to be contextualized in various activities. Learning to pronounce English words usually cannot be right once pronouncing. It must be repeated. Therefore, the learning activities should be made interesting so that the students can enjoy learning pronunciation. The materials must be also learner-friendly without complex charts or diagrams. The complex charts work to show right or wrong stress and intonation which often confuse the students and teacher. A cassette is the best way of achieving stress, intonation, even rhythm. But, if being happy and not confused with the complex charts, they can use those.

i. Exercises

The exercises on the textbook must learner-friendly, adequate, and help students who are under achieve. Therefore, the exercises on the textbook should not be too easy and not too difficult. If it is too easy students will get bored, meanwhile if it is too difficult students will be reluctant. For this reason, the exercises need to be adjusted to their level. So the questions in the exercise must be graded from easiest, medium, then difficult. Students who get used to doing exercises on textbook will not be too nervous when facing examinations. Practice exercises on textbook as a provision for students to prepare for exams which are held. The exercise on the textbook must also be balanced and

include the four language skills (listening, speaking, reading, writing), grammar, vocabulary and pronunciation.

D. English in Mind Second Edition Student's Book 3

English in Mind Second Edition Student's Book 3 is the textbook written by Herbert Puchta and Jeff Stranks with Richard Carter and Peter Lewis-Jones which is adapted by Lulu Laela Amalia and Ika Lestari Damayanti. This textbook is published by Ministry of Education, Culture, Research, and Technology of Republic of Indonesia as a textbook reference for tenth grade senior high school that use prototype curriculum. This textbook is adaptation of English textbook from Cambridge University Press. This textbook consists of 14 chapters and 133 pages. The profile of the textbook is that published in 2021, it has 133 pages, using blogger sans 10/13 pt, and including 14 chapters, chapter 1: Communication, chapter 2: A True Friend, chapter 3: A Working Life, chapter 4: Live Forever!, chapter 5: Reality TV, chapter 6: Survival, chapter 7: Good and Evil, chapter 8: Be Honest!, chapter 9: The truth is out there!, chapter 10: Mysterious Places, chapter 11: Love, chapter 12: Regret, chapter 13: Hopes and Fears, and the last is chapter 14: Happiness.

E. Previous Study

The researcher found two previous studies that are related to content analysis on English Textbook. The first previous is from Widiyawati (2020). This research focuses on analyzing the content on English textbook for the tenth grade of Senior High School. It was applied by qualitative research design. In order to collect the data, the researcher used assessment of BSNP as instrument and rubric assessment BSNP to analyze the feasibility of

contents from the textbook. The research finding showed that the results of relevance, life skills development, and Development of Diversity Insight of supporting materials are 62.5 2%. Thus, the results of the three points from the feasibility of content rubric assessment from BSNP are 71.66%. The research finding showed that the textbook was compatible with the 2013 curriculum and the feasibility of content and presentation met the standard of an English textbook.

Another previous study was conducted by Karmila et al., (2019). In this research, document analysis is used. This document analysis used library research without observing the certain phenomenon directly. To collecting the data, the researcher used documentary method. For analyzing the data, the researcher presented and analyzed the content of the English textbook focusing on the grammar aspects. The finding showed that the contents were focused on certain grammar for junior high school at eighth grade students. It showed that the content of the English textbook for eighth grade Junior High School especially in grammar aspects are appropriate with the content standard of curriculum K13.

There are two main differences between this research and previous studies. This research uses evaluation textbook checklist by Mukundan et al. (2011) as instrument and criterion classification of textbook evaluation to analyze the data. Meanwhile, the previous studies used assessment of BSNP as instrument and rubric assessment BSNP to analyze the feasibility of contents from the textbook. In addition, this research uses syllabus of

prototype curriculum as guidance to analysis the textbook. Meanwhile, all of the previous study used syllabus of 2013 curriculum.