

## **Chapter II**

### **Literature Review**

The content in this chapter gives a brief explanation about some theories that could help this research. This chapter contains some theories about textbook explanation, advantage and disadvantage of using textbook, the important role of textbook in the classroom, the need of textbook evaluation, document analysis, content analysis, criteria of a good English textbook that proposed by some experts, developing criteria for textbook evaluation and some previous researches that closely related towards this research.

#### **2.1 Definition of Textbook**

According to the Hornby, a Textbook is a book that is used to teach a particular subject in school or college. (Oxford Advance Learner's Dictionary, 2000, p. 1238). Meanwhile, Hutchinson and Torres (1994: 315) stated that the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries.

Regarding the statements above, the writer concluded that a textbook is a book that is used in almost every country to teach a particular subject such as English, Maths, Science, etc. by a teacher in a Classroom. Also, textbooks can be used in every level of education such as elementary school, junior high school, senior high school, and even at the college level.

#### **2.2 The Function of Textbook**

In order to run a good learning process in a classroom, a textbook can be useful for the teachers. Greene & Petty in Tarigan (1993: 20-21) purposed some of the functions of a textbook. They are :

- The textbook must be interesting and attractive toward the learners, so they will be interested in using textbooks.
- The textbook must be able to motivate the learners.
- The certain of textbooks must be illustrative.
- The textbook should consider the linguistic aspect. So it will be suitable with the learners' ability.
- The certain of textbooks must be related to the other branch of science.
- The textbook must simulate the personal activity of the learners.
- The certain of textbooks must be clear in written to avoid the children being confuse in using textbook.
- The textbook must have the clear point of view because it will be the learners' point of view.
- The textbook must be able to give the balance and emphasize on the value of the learners.
- The textbook must be able to respect the differences of the individual.

According to the statement above. The writer concluded that Textbook is important because it has a lot of functions for the teachers to teach in a Classroom.

### **2.3 The Advantage and Disadvantage of a Textbook**

Using a textbook in classroom can be very useful for the teachers. According to Richard (2001: 1-2) the advantages of using textbook are :

a) They provide structure and syllabus for a program.

Some textbooks are made according to the syllabus that purposed by the ministry to reach an objective in a educational program.

b) They help standardize instruction

The use of a textbook in a School, can ensure that every students in different classes receives the same material and content because the students are using the same textbook that been given by the school.

c) They maintain quality.

If a well developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

d) They provide a variety of learning resources.

Some textbooks have a lot of features that are included when we buy them. For example, some textbooks included a CD or DVD at the end of the book page. The teacher can use the CD or DVD in the Classroom to enrich students' interest in learning.

e) They are efficient.

A textbook is a structured book that contained a lot of material and content. This can save teachers' time because the teachers do not have to make a material to teach in the Classroom.

f) They can provide effective language models and input.

A textbook can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own

g) They can train teachers.

If teachers have limited teaching experience, a textbook together with the teachers' manual can serve as a medium of initial teacher training.

h) They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

However, textbooks will not always be a good resource to teach. As Richard stated in (2001: 2) Textbooks also have some disadvantages. They are :

a. They may contain inauthentic language

Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

b. They may distort content.

Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts, controversial topics are avoided, and instead, an idealized white middle-class view of the world is portrayed as the norm.

c. They may not reflect students' needs.

Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.

d. They can deskill teachers

If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primary function is to present materials prepared by others.

e. They are expensive

Commercial textbooks may represent a financial burden for students in many parts of the world.

Regarding to the statement above, the writer concluded that a textbook has a lot of advantages and disadvantages.

## **2.4 Content Analysis**

According to Elo and Kyngäs (2008: 1) content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way. It is known to analyze a document.

Another expert named Krippendorff (2004: 13) stated that content analysis is potentially one of the most important research techniques in the social sciences. The content analysis views data as representations not of physical events but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings, and must therefore be analyzed

with such uses in mind. Analyzing texts in the contexts of their uses distinguishes content analysis from other methods of inquiry.

## **2.5 Document Analysis**

According to Bowen (2009 : 27) document analysis or documentation is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Regarding to the statement above, document analysis is a suitable method to collect the data of this study because the data was examined from an English textbook entitled “*Fun with English*”.

## **2.6 Good Criteria for a Textbook**

To measure a textbook and decide whether it is a good textbook or not, some experts already proposed the criteria of a good textbook to used in order to analyze the textbook.

Skierso (1991: 444-452) has provided five checklists to be included in order to analyze a textbook. They are bibliographical data, aims and goals, subject matter, vocabulary and structures, and layout and physical makeup.

Mickley (2005: 4) also provided a textbook evaluation checklist that could be used to analyze a textbook content. He stated that there are four categories that should be included. They are content, vocabulary and grammar, exercise and activity, and attractiveness of the text, and physical make-up.

Garinger (in “*International Journal of Education and Research*” 2020: 110) described that that three content areas needed to be addressed when evaluating

a textbook's content: teaching objectives, depth and breadth of material, and whether the textbook needs to be supplemented or not.

Sheldon (1988: 242) in in ELT Journal, declared that the areas that needed to be analyzed in order to decide the textbook is good or not are accessibility, content, layout, and authenticity.

Jahangard (2007: 134-147) also provided some criteria that need to be included to analyze a textbook. These criteria are explicit objectives, vocabulary explanation, educational approaches, review and test sections, visual materials, topics and tasks, clear instructions, layout, organized and graded content, authentic language, grammar presentation and practice, fluency practice in all four skills, and developing learning strategies.

Cunningsworth (1995: 2) provided some criterias in order to evaluate or analyze a textbook. These are aims and objectives, the usefulness and the relevance to the learner of the language being taught, students' learning needs, and concerning the role of the coursebook in promoting an effective learning.

Ur (1996: 188) conveyed that some coursebook exercises are more like test; brief checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of language.

Regarding to some statements above, the writer decided to make a conclusion or summary from those criterias that have some similarities in terms of analyzing or evaluate a textbook in this research. The writer concluded that there are criterias that will be used in this research. They are objective, content or material, and exercise.

### **2.6.1 Objective :**

One criteria that has always been mentioned by some experts is objective. Some experts such as Skierso, Garinger, Sheldon, Jahangard, and Cunningsworth state Objective or aims and goals in of the criteria that needed in a textbook to be a good textbook.

Ur (1996: 79) stated that A textbook should provide a clear framework for teachers and students to know where are they going and what is going to be learned. So that there is a sense of structure and progress.

Sheldon (1986: 243) in ELT Journal also mentioned that the objective should be stated explicitly at the beginning of the lesson. The reason why it should be stated explicitly is that before the teachers and students learn the material, they know what are they going to know what will they learn in the teaching-learning process.

Regarding to the statements above, the writer concluded that the objective is very important in at textbook. It can determine which course or material to be learned in the textbook. The objective also should be placed at the beginning of the lesson because it will provide a guidance for the teacher and students as well.

### **2.6.2 Content or Material.**



Content or material is one of the criteria that is very often mentioned by those experts who proposed some criterias that needed to be a good textbook. The content or material should provide a pathway in order to fulfill the objective of a textbook, so it should be related.

Cunningsworth (1995: 15) declared that the content of the material should correspond to what students need to learn, in terms of language items, skills, and communicative strategies. He also stated that the usefulness and the relevance to the learner of the language being taught.

It is a must that the content of a textbook is related to the objectives stated at the beginning of the lesson.

### **2.6.3 Exercise**

Exercise is one of the most important criteria that needed to be a good textbook. Each book should have exercises in order to find out, whether the students understand the material or not.

Ur (1996: 188) proposed some coursebook exercises are more like test; brief checks to see whether the learner knows something or not, rather than frameworks for extended and interesting rehearsals of different aspects of language. It is needed to promoting the critical thinking of the students,

Cunningsworth (1995: 4) mentioned that a coursebook should also provide a real-life simulation so the material or content that has been learned can be useful in using English. This can be

done by encouraging the learners' thinking for themselves to use English.

To encourage learners' thinking, exercise can be a good way to make it happen. Because the learners will try to solve every question provided in a textbook which is stated in the exercise part of a textbook.

## **2.7 Review of Previous Study**

There are some previous study that have been done by some researchers. The first study was done by Suryana in 2017. The objectives for this study are to find out the appropriateness of the textbook entitled Learning More English 2 with the core aswell as the basic competence of curriculum 2013 and to find out does the textbook fulfil the criteria of a good textbook or not.

The result of the study found out that the textbook was appropriate with core of curriculum 2013 and it also met the standard of a good English textbook.

The second study was done by Puspa in 2017. The objectives of this study are to find out the compability of an English textbook entitled *When English Rings a Bell* with the core basic competence of curriculum 2013 in terms of Cognitive and Psychomotoric domain.

The result of this study stated that the textbook entitled "*When English Rings a Bell*" is able to meet the competence basic of curriculum 2013 in terms of Cofnitive and Psychomotoric domain. Puspa mentioned that 76.02% material in the textbook cover both Cognitive and Pyschomotoric domain.

Another study that has been done is a journal by Handayani in 2016. This study focused on a textbook entitled “*When English Rings a Bell-Revised Edition*”.

The objective of this study was to find out the appropriateness of a the textbook in terms of a good English textbook proposed by Litz. The result of this study was found that the textbook met the standard of a good English textbook and can be categorized as a good English textbook.

The fourth study was done by Akbar in a Journal of English and Education in 2016. The objective of this study was to find out the appropriateness of two unmentioned English textbooks in terms of a good English textbook proposed by *Badan Standar Nasional Pendidikan*.

The result of the study was found that textbook 1 can be categorized a good English textbook because 88% of the content is compatible with the standard. Meanwhile, the textbook 2 can be categorized as a fair English textbook because it only cover about 78% that compatible with the standard.

The other study was done by Aristo and Dharma in 2016. The objective of this study is to find out the relevance of an English textbook that used in a SMK in Sintang toward the 2013 curriculum materials demand and finding out teacher’s rationale in using the textbook itself. The result of the study was found that the English textbook was quite relevant to the 2013 curriculum.