

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Textbook

2.1.1. The Definition of textbook

Textbook defined as a comprehensive learning and teaching resource which is printed or electronically formed that consist of materials designed collectively to support a substantial section of the expectations for a teaching learning activity (Ontario Ministry of education, 2006).

Textbook are one of the material which is most important educational input consist of text which is reflect the basic thoughts about a national culture and others that are frequently a flash-point of cultural effort and argument. As Cunningsworth (1995) defines, that textbooks are effective bases for self-directed learning, the source of idea for activities, have appropriate syllabus, and support for teachers to gain in confidence when teaching process.

Textbook has many advantages for teaching learning process based on the material or discipline that concern about and create the constructive material which lead to succeed the teaching learning process in education. Textbook assist the teacher and students to create a condition of teaching learning process that can be managed and constructed well in the class and controlled with the guideline of textbook.

2.2. Function of textbook

Textbook is mostly the main source of teaching language program which the example is writing textbook might be the basis for a lesson in writing skills and provides of set of writing compositions and writing exercises which can be develop the grammatical knowledge. Reading textbook might provide the basic sources of reading skill practices. A speaking textbook provides students to course the read and discuss. And the listening textbook gathering with the audio cassettes or CDs might serve as the primary listening input and in a listening course.

Based on the functionality, the function determines a rule for a relationship among the input, independence, quantity and an output or dependent, in which each input value uniquely determine one output value. It can be mentioned the output is a function of the input (Lippman& Rasmussen 2011).

By the explanation above, the function of the textbook is mostly essential for the teacher to explore and prepare the teaching learning material activity and mostly

helpful for the students to learn and absorbs the knowledge of the material in teaching learning process.

2.3 Textbook Analysis

Shareable textbook together with supplements such as workbooks, cassettes and teachers' guides are possibly the most common form of teaching materials in language teaching (Richards, 2001:254). Textbook has its own advantages and disadvantages, but its depend on how it used for. The advantages of textbook are:

- a. Textbook provides structure and a syllabus for the education process which is systematically planned and developed well.
- b. The students in different classes receive similar content and can be tested in a similar way.

2.3. The Characteristics of Good Textbook Curriculum 2013

According to BSNP (National Standard Board of Education) the standards of recommended textbook must include:

2.3.1. Content Feasibility

- a. Conformity materials with core and basic competence

A good 2013 curriculum must include at least 95% of the core and basic competence which completing the material such as interpersonal text, transactional text and functional text. The material should include of three aspects which that define a material exposure, the retention of the text formation and productivity.

b. Material accuracy

The material has beneficial to reach social function, substantial and structural meaning and consist of linguistic features.

c. Supporting material

All the content of the textbook should be most up to date which source and material must relevant. The essence of all must consist of living proficiency elaboration such as: personal, social, academic, vocational and elaborates with unity concept such as: cultural variety appreciation and social diversity, aware with the region wealth potential, democracy appreciation, understanding the nationality aware.

2.3.2. Language Feasibility

a. Relevance of the language toward student's development

The relevancies of the student's development measured the cognitive development level and social-emotional development level.

b. Communicative

The communicative feasibility prosecutes the readable message by the students and linguistics rule accuracy.

c. The coherence and unity of the ideas

The coherence and unity of the ideas prosecutes the coherency of meaning inter-section / chapter / sub-chapter / paragraph / sentence.

2.3.3. Presentation Feasibility

a. Presentation technique

In presenting material, it should have presented systematically and should balance for the inter-chapter.

b. Teaching learning activity program

The teaching learning activity should be presented concentrically to the students and develop creativity and the critical thinking of way of the students, developing the students stand-alone learning and developing the student's capability to reflect / self-evaluation.

d. Completion of the presentation

The material completion of the textbook presentation should be presented well according to the student's necessity and attractive then the students have more interesting.

2.4. The Criteria of Textbook Feasibility

The application of textbook in teaching and learning processes has very important role. It can help the teacher to prepare the purpose of teaching. It is important that teachers make an appropriate choice when selecting textbook for their students. Nunan stated, the selection process could be facilitated by the use of systematic materials evaluation procedures which help confirm that materials are appropriate with the necessities and interests of the learners.

A flexible two stages model for the textbook evaluation provides by McDonough and Shaw (1993). Includes some external evaluation criteria which gives an overview of the organizational of the textbook, as stated by the writer through the cover, introduction and table of contents. The function of internal evaluation of the textbook is to see how far the materials in questions match up with the aims and objectives of a given teaching program.

In the other side, the use a checklist to evaluate the textbook suggested by Cunningsworth (1995), Richard (1998) and Miekley (2005). This can ease the teachers to determine an appropriate textbook and make the process of evaluation becomes more efficient.

The researcher will analyze the textbook using checklist which is contains criteria of a good textbook based on National Standard Board of Education (BSNP) assessing instrument. It is a valid instrument for evaluating the textbook including English textbook for junior high school. The instruments contain of three main components: (1) the feasibility of the contents (2) the feasibility of the language and (3) feasibility of the presentation. Khalid Mahmoud (2011) explain the study reveals that experts with practical experience in curriculum material development and evaluation have deepness understanding of textbook evaluation as compared to those who only teach it or have theoretical knowledge of the subject. In addition, the rubric assessment from BSNP in textbook evaluation mentioned above is completely clear

its focus which is to analyze the conformity of a textbook of a textbook which implements to the current curriculum of 2013.

2.5. Curriculum

2.5.1. Definition of Curriculum

Curriculum is the most essential in teaching learning process. The teaching learning process should be concerned to the current curriculum because it has been arranged for the student's necessities. Wheeler (1983) state curriculum is a plan that gives guidance to the teaching learning process. In addition, according to the Indiana Department of Education (2010) curriculum means learning arrangement for students with instructional content, materials, resources and processes for evaluating the attainment of educational objectives.

From the definition above, the researcher can define that curriculum is a plan that is settled to make teaching learning progress running well. This type of guidance in the teaching learning processes reformation of curriculum to improve the quality of education.

2.5.2. The Implementation Concept of Curriculum 2013

The curriculum 2013 has been implemented on July 2013 to substitute the past curriculum KTSP which applied since 2006. The curriculum 2013 give priority to the comprehension, skill and students character in education. The students are required to understand the materials actively in discussions and presentations as well as have a good behaviors and discipline.

Teaching process in curriculum 2013 use scientific approach, through some steps of the process:

a. Memorizing

The students read, watch and listen to the examples of the texts that is being learned from many kinds of sources directly or using media.

b. Understanding

From the material given from the teacher, it hopes to the students understand many things based on the topic / materials.

c. Implementing

By the material has given from the teacher, the students can be implementing what material that students understanding.

d. Analyzing / Associating

In a group work or individually, the students are learning to analyze expression and text structure social function, and the writing from the type of the material they've been learned

e. Creating

After all those activities mentioned above, the students create something based on the material has given before by the teacher.

2.6. Review of Previous Studies

Some researchers on textbook had been conducted in the previous time. Rusda Ayu Syafniar, Siska Novianti (2014) that analyzed an English textbook entitled

“English Alive” published by Erlangga. It showed the result that the English textbook that analyzed was good, it can be concluded that reading materials in “English Alive” textbook published by Erlangga has conformity with KTSP curriculum. And physically, this book is interesting because it has full colored and pictured well, the content and the evaluation to fulfill the objective which mentioned in competence based curriculum.

Other researcher from Siska Novianti (2014) analyzed an English textbook entitled “Bright” for seventh grade students. The result of the analysis showed that there are twelve criteria are fulfilled by the textbook from sixteen criteria that suitable with this study. There are: (1) the materials should be achieving impact, (2) the materials should make students ease to learn, (3) the materials should help the students confidence, (4) the materials should facilitate the students self-investment, (5) the students should be ready to acquire the points that being taught, (6) the students attention should be drawn input in linguistic features, (7) the materials should provide the students with opportunities to achieve communicative purposes the target language usage, (8) the materials should take into the account that students distinct in learning model, (9) the materials should have effective attitude, (10) the materials should permit a silent moment at the beginning, (11) the materials should maximize the learning potential, aesthetic and emotional involvement that stimulates both right and left brain and (12) the materials should provide opportunities for outcome. The textbook gains 75% because it provides twelve criteria from sixteen

criteria which is valued to the conform textbook for the seventh-grade students of junior high school.

The last researcher is from Abu Darrin (2014) analyzed English textbook entitled “An Analysis of English Textbook for First Graders of Senior High School Bahasa Inggris for SMA and SMK for X Class Published by Putra Nugraha and Used in SMAN 18 Surabaya Based on Basic Competences of Curriculum 2013”. The results showed that all basic competence in the textbook are conform with the basic competences for first grade senior high school in the syllabus in first semester but most of the materials in the textbook are not conform with the basic competence in the syllabus of English curriculum 2013.

There are similarities and differences with the study based on the previous study above. There are some similarities on the subject that used in previous studies with the researcher in English textbook study. And it has some differences in content and objectives among the previous studies and this study. The objective of the previous study is to find out on which textbook is appropriate in content and in evaluation in order to fulfill the competence based curriculum objective. And the second previous study, the objective is knowing about how much the conformity are fulfilled based on the curriculum core competence or basic competence. In third previous study, the objective is to find out the conformity between the basic competencies in the English textbook for senior high school used in SMAN 18 Surabaya Published by Putra Nugraha and the basic competence of syllabus in

curriculum 2013. The objective of the researcher itself is to know how is the conformity of the English textbook entitled “When English Rings a Bell” for first grade of junior high school based on curriculum 2013.

This hoped to find that there is some relevance or irrelevance between the textbook and curriculum. Those evidences show us there are some possibilities of the textbook published by the government which is match with the curriculum in certain point or not. The main reason why the researcher would analyze the English textbook entitled “When English Rings a Bell” for first grade of junior high school published by Indonesian Ministry of Education and Culture based on curriculum 2013