

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Textbook

Xiao (2010) explains in his research that Hutchinson and Torres (1994) defines that a 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. No teaching learning situation, it seems, is complete until it has its relevant textbook. A textbook is usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. Most textbooks are accompanied by teacher guides, which provide you with supplemental teaching materials, ideas, and activities to use throughout the academic year. According to Sheldon (1988) in Xiao's research (2010) states that textbook do not only represent the visible heart of any English teaching and learning program but also offer considerable advantages for both students and teachers in the classroom. She also points out students often have expectations about using a textbook and believe that published materials are more systematic and credible than teacher planned material., the researcher found the article about the advantages of textbook.

Several positive roles of textbooks in English teaching and learning context are identified by Cunningsworth (1995) in Xiao's research (2010) as follows. A textbook is : an effective resource for self directed learning or self access work, an effective resource for presentation material, a source of ideas and activities for learner practice and communicative interaction, a syllabus where they reflect pre determined learning objective, a support for less experienced teachers who have

yet to gain in confidence, and a reference source for students on grammar, vocabulary, pronunciation, and other aspects of knowledge. Beside that, there are some researchers who do not accept that view and retain some reservation. As Xiao's research (2010) explain that Allwright (1994) has commented that textbooks are too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors. Here, textbooks essentially determine and control the methods, processes, and procedures of language teaching and learning. Hence, the important role of textbooks in English learning and teaching entrusts the greater responsibility to the authors of textbooks and instruction materials.

A textbook is only as good as the teacher who uses it. It is important to remember that a textbook is just a tool which very important tool in teaching learning process. Sometimes, teachers over-rely on textbooks and do not consider other aids or other materials for the classroom. Some teachers reject a textbook approach to learning because the textbook is outdated or insufficiently covers a topic or subject area. As a teacher, we will need to make many decisions, and one of those is how teacher wants to use the textbook. As good as they may appear on the surface, textbooks do have some limitations. The following table below lists of the most common weaknesses of textbooks, along with ways of overcoming those difficulties :

Weakness	Student Difficulty	Ways of Overcoming Problem
The textbook is	Students only see one	Provide students with lots of

designed as a sole source of information.	perspective on a concept or issue.	information sources such as trade books, CD-ROMS, websites, encyclopedias, etc.
Textbook is old or outdated.	Information shared with students is not current or relevant.	Use textbook sparingly or supplement with other materials.
Textbook questions tend to be low level or fact-based.	Students assume that learning is simply a collection of facts and figures.	Ask higher-level questions and provide creative thinking and problem-solving activities.
Textbook does not take students' background knowledge into account.	Teacher does not tailor lessons to the specific attributes and interests of students.	Discover what students know about a topic prior to teaching. Design the lesson based on that knowledge.
Reading level of the textbook is too difficult.	Students cannot read or understand important concepts.	Use lots of supplemental materials such as library books, Internet, CD-ROMs, etc.
The textbook has all the answer to all the questions.	Students tend to see learning as an accumulation of correct answers.	Involve students in problem-solving activities, higher-level thinking questions, and extending activities.

Source : <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48347.html?page=1>

Table : 2.1.

When the textbook has both advantages and disadvantages, Hammer (2001) at Lertanantawong's research (2009) suggests that it is more important to use their advantages to outweigh their disadvantages. The textbook and teacher who

utilizes it are both important. When the textbook are given, the teachers have to balance good and bad and give priority for students needs. If we think that textbook as tools, so we must use the tools well, the tools can use well if the user can use it well, basically a quality of textbook is based on the user. This statement supported by expert opinion, he said that no textbook is perfect, and no textbook is complete. It is but one resource at your disposal. Use it as a blueprint, a guidebook, or an outline.

2.2. Criteria of a Good English Textbook

As the Lertanantawong (2009) about Dissertation : An Analysis of An English Textbook, English Year 6, For Year6 Students at National Primary School in Malaysia, she compiles the qualities of a good English textbook. There are five basic qualities of good English textbook : the first basic qualities of good English textbook is a good English textbook should have practicality. It should be easily obtained and affordable. Additionally, it should be durable enough to withstand wear, and its size should be convenient for the student handle. Then, textbook should be appropriate for the students' language level, level of education, age, social status, intellectual ability and level of emotional maturity, and the general goals of ELT in the country in which it is used. It should also be relevant to the needs of the learners. Not only that, textbook should be motivating. The major aim of the textbook is to encourage learning. The next basic quality of good English textbook is it should be flexible. Although a clear and coherent unit structure has many advantages or too tightly structured textbook may produce a monotonous pattern of lessons. The structure of a good English textbook should be clear and systematic but flexible enough to allow for creativity and variety to

provide opportunities for learners who have different learning strategies. The last basic quality of good English textbook is it should have both situational and linguistic realism. A good English textbook should provide situations that are used for real and genuine communications and where messages are at least realistic and believable. The content and form of messages should have naturalness of expression. If the expression in the lessons would not be used by people interactions in real life situations, trying to teach them is nothing but wasting time and effort.

According to Alamri (2008) about An Evaluation of the Sixth Grade English Language Textbook for Saudi Boys' Schools, he has 9 criteria of good English textbook which has many criteria in each point :

The first point is *common information*, common information include of seven criteria, they are the cover is informative and attractive, the font size and type used in the book are appropriate for sixth graders, there is an informative orientation page, the book has a complete and detailed table of contents, every lesson is given an appropriate title, the book has an appropriate glossary, and the last criteria is the book has a complete bibliography.

The second point is about *design and illustration*, here design and illustration has many criteria as common information, such as there is a variety of design to achieve impact, there is enough white space to achieve clarity, there is consistency in the use of headings, icons, labels, italics, etc., the illustrations are varied and attractive, the illustrations stimulate students to be creative, the illustrations are functional, and the last is the illustrations facilitate students' visualizations without imposing complete visual images.

Beside that, a textbook must be *accompanying materials*, such as there is cassettes that accompany the book are suitable, the CD-ROM that accompanies the book is suitable, the posters and flash cards that accompany the book are suitable, and the teacher's book that accompanies the book is informative.

The next criteria is *topic contents*, generally, the book fulfills the general objectives of teaching English, generally, the book fulfills the standard competence of teaching English for elementary stage which legitimated by the education ministry, the terminal objectives meet the needs and wants of sixth graders, and the topics allow students to think critically and encourage students to express their own views.

Language contents also important in these criteria, the book covers the main grammar items appropriate to sixth graders, the book includes adequate materials for teaching vocabulary, the book includes adequate material for pronunciation work, and the materials for teaching grammar, vocabulary, and pronunciation are graded in an appropriate manner.

The sixth criterion is *social and cultural contexts*, social and cultural contexts include of the social and cultural contexts in the book are comprehensible, the content of the book is free from stereotypical images and information, students can learn about the inner lives of the characters used in the book, the book expresses positive views of ethnic origins, occupations, age groups, social groups and disability.

Language skills is the one of criteria of textbook, there are many criteria include of this point, they are the four skills are adequately covered, there are material and exercise for integrated skills work, listening material is well recorded,

there is sufficient reading material, there are sufficient material and exercise for spoken English, there are sufficient material and exercise for writing activities.

The next is *flexibility*, flexibility include of the book is appealing and useful to the students, the book caters for different levels of formality, the book provides opportunity for teachers and students to localize activities, and the book caters for different preferred learning styles.

The last criteria is *Practice*, here there are many criteria include of it, they are the book provides a variety of meaningful and mechanical exercises and activities to practice language items and skills, it provides communicative exercises and activities that help students carry out their communicative tasks in real life, every exercise has a clear direction, there is a reasonable and appropriate number of exercises, and the book provides models for final achievement tests.

Meanwhile, based on Fredriksson and Olsson (2006), they present of factor which influence the quality of textbook : the first factor is about finance, the money is evenly distributed between the subject teams. Since the school's financial situation is quite good the subject teams hardly ever lack money. However, to buy new textbooks is a large expense therefore the main issue at these meetings is usually to discuss how important a new textbook really is. Questions such as how much they actually use textbooks in their teaching are usually raised. Perhaps purchasing films, novels or other forms of teaching materials is a better investment. The second factor is the syllabus for English, the syllabus of English is an important thing for teaching. The teacher must have a syllabus for leading a material of teaching. Beside that, the teachers also have to select a good English textbook which appropriate with the syllabus because the textbook made based on the syllabus in

order to the student can study by himself at home. The next factor is textbook package, the teacher believed that the student CD is an important aspect to consider in the textbook package. The school's textbooks have always included a student CD with listening activities on it. Unfortunately the CDs lack the actual texts from the textbook. Three interviewees would have preferred the textbook's texts to be on the CD which has also been requested by the students. It would enable the students to listen to the texts at home as often as required and in their own pace. This would particularly be an aid for students with reading and writing difficulties. The informant who uses read and react and read and catch up explained that before every chapter, on the CD, a glossary list is introduced and it is followed by the chapter text for the students to listen to. The interviewee pointed out that even though the students have been given the aid they fail to use the CD to its full extent. Beside that, the content is also influence of the textbook, the main criterion when selecting a textbook is the content. The texts have to be authentic, inspiring and catch the students' interest, if the texts fail to convey these neither aspects teachers nor students will have enough strength or energy to work with the textbook. The texts have to feel relevant especially for teachers since they are the ones spending a lot of time working with them, a textbook should also contain a good glossary, and the most important criteria of the content is the material should appropriate with the syllabus. Then, Layout, structure and practicality also be a factor here, everyone except one thought the layout was an important criterion in the textbook selection. Color pictures are essential and that the textbook should feel new and give a fresh and modern impression. A textbook and workbook should have a clear structure. Two important aspects that influence a quality of textbook are whether the textbook is separate from

the workbook and how the tasks in the workbook are set up. Sometimes it is better to have two separate books but other times it is preferred to have textbook and workbook joined in one book. But the other fact, sometimes the students feel that the textbook is too large or heavy. Therefore it is better to have one book containing workbook and textbook. In that way the students will not have to carry around or browse through two books, and the last factor is student factors and pedagogic perspectives, proficiency level of the textbook is important. It is also essential that the textbook contains a great variety of tasks to suit the students' different learning styles. The textbook should contain adolescents' interests, i.e. adventure and youth problems.

Actually, the textbook is important media which support teaching learning process. Not all textbook have criteria of good English textbook. There is no permanently theory about criteria of good English textbook, but the researcher finds the research which support in that criteria. The researcher use many criteria for references and try to compare the criteria from many experts which collected by the researcher. Here, the researcher prefers to Alamri's criteria because the criteria of good English textbook from Alamri is most complete than the others, the criteria from Alamri was fulfill the other criteria from another researcher such as the criteria from Lertanantawong include in Alamri's criteria, then a half of Fredriksson and Olsson's theory also include in Alamri's theory. As the Alamri (2008), there are nine basic qualities of good English textbook :

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orientation page, the book has a complete and detailed table of contents, every lesson is given an appropriate title, the book has an appropriate glossary, and the last criteria is the book has a complete bibliography.

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2.3. Textbook Evaluation and Checklist

Similar to the explanation above, many experts emphasize on evaluation process and checklists. Hutchinson (1987) in paper about evaluating an EFL Textbook suggests an interactive view of materials evaluation. He emphasizes the deeper level of materials evaluation by asking the question why materials are the way they are. He claims that material evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching or learning situation.

Evaluation of textbooks is also considered to function as a kind of educational judgment. Still according to paper about evaluating EFL textbook, Hutchinson and Waters give define that evaluating is a matter of judging the fitness of something for a particular purpose. There is no absolute good or bad, only degrees of fitness for required purpose.

Today, there are so many commercial textbooks available in the market. About half of them are for general purposes of popular English programs provided by institutions. The aims of these textbooks are also expressed in general as they try to serve all needs such as communicative ability, writing business letters, and so on. The considerate teacher has to select the textbook that best fits several aims such as course objective, learning situations, student's need, and so on. According to Lertanantawong's research (2009), she presents Atkin's (2001) advice on what appears to be the most common reason for textbook evaluation as follow :

“When selecting commercial materials it is important to match the materials

with the goals and objectives of the program and to ensure that they are consistent with one's beliefs about the nature of language and learning, as well with one's learners' attitude, beliefs, and preferences”

In order to find the best suitable textbook, the teacher or evaluator should know their own objectives and expected outcomes for the teaching. The known aims are to be transformed into a set of criteria to evaluate the textbook. There are many experts introducing several types of methods and checklists for textbook evaluation. Lertanantawong (2009) explains that linguistics Tucker introduces an evaluation system which mainly consists of three components : A set of criteria claimed to be consistent the basic linguistic, psychological, and pedagogical principles, a rating schemes which provides a method for judging the comparative weightings of a textbook's merits, and a chart or graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.

This set of criteria is most widely used in the field today. This type of method is flexible and can be easily adapted to be used in a very short time. However, the criteria itself is not easy to create on as there are many approaches and idea towards language learning scheme. The criteria used for the textbook evaluation and the decision of selecting each textbook indicate some thoughts or beliefs of the teacher. Related to the experts' statement above, the researcher concludes that the researcher will analyze the material of textbook based on the syllabus because the syllabus is a basic the objective of the teaching learning English. The researcher will has checklists which contains a syllabus then fill it by analyzing the material of textbook.

Still according to Lertanantawong's research (2009), she presents many experts theory about evaluating textbook, they are : Cunningsworth (1995). He introduces two types of approaches which underline overview and content of the textbook separately. The two types of approaches are Impressionistic Overview, and In Depth Evaluation. Impressionistic overview gives a general impression about obvious features such as the cover, layout, and some various features such as course package or textbook components. In depth evaluation penetrates language approaches, as well as what is prominent in the textbook. The specifics items relate to student's learning needs, syllabus requirements, how different aspects of language are dealt with, and so on. Then Tuckey (2002). He presents two types of evaluation textbooks, internal and external. An internal criterion is language related and an external criterion gives a broader view of the book. Other types of criteria are pronunciation criterion, grammar criterion, etc., the next is Garinger (2001). He proposes practical considerations (value or availability, layout or physical characteristics, and cultural component) and language related considerations (skills, language, exercises, and use definition). The last expert is Richards (1998). He suggests that the evaluator should have some prior information about the textbook. The role of the textbook in the program, the teacher in the program, and the learners in the program.

2.4. Previous Study

According to Chang (1996), he conducts an analysis of textbook. His research designs are Survey and Content Analysis because he conducts DCT (Discourse Completion Tasks) to 100 students (50 middle school and 50 university) for completing tasks about the textbook, then the result will compare with his result

by analyzing the content of textbook by herself. The subjects in that research are 50 middle school students and 50 university students. The middle school students were in the second year and the university students were the freshmen who were attending his classes. He also has material, it is DCT's data and EFL textbooks. Then he will conducts this procedure : First, he analyzes the expressions for thanking, apologizing, and requesting and offering strategies presented in English textbooks. Second, these expressions were classified according to the strategies presented in Aijmer. The last is he analyzed the result of DCT carried out by 50 middle school students and 50 university students and compared them with the result from English textbook analysis.

The next previous study is paper about Developing Multiculturalism with Children in Schools: "Analysis of Primary English Foreign Textbooks Contrasting to a Brazilian Textbook" from Cruz (2008). The research deign is Content Analysis or Documentary Analysis. He conducts qualitative research because he analyzes the content of English textbook based on the multiculturalism. The subject selection of hi research is two foreign (an Eritrean and a Palestinian textbook) and one Brazilian English textbooks for primary education. Then he will conducts this procedure : some procedures were adopted to the implementation of this qualitative research proposal, such as a review of literature on cultural diversity; a search for primary English textbooks in countries whose official language is not English; the definition of the set of books for research; reading and analysis of those books; the analysis of factors perceived in the dialogues, illustrations, exercises, home, school environment and social performances in the books selected; analysis of the data to the theoretical

framework and its aspects, raising the problems mentioned in the objects of research and then the production of a research report for final disclosure of results.

The last previous study is paper from David R. A. Litz about Textbook Evaluation and ELT Management: A South Korean Case Study, that paper describes an evaluation of English textbook at South Korea. He analyze the textbook based on her own criteria, they are : 1) The Textbook Package - Value, Content, & Methodology, 2) Layout & Design include with Overall Organization of Textbook and Layout and Design of Each Unit, 3) Activities and Tasks include with Negotiation of Meaning or Task-Based and Cooperative Learning Activities, 4) Skills in clued with Receptive Skills - Reading &Listening, Productive Skills – Speaking, Productive Skills – Writing, 5) Language Type and Content, 6) Subject & Content. The result of that research presented by describes all of the criteria.

After reading all of the paper above, the researcher believes that analyze the textbook based on the criteria of good English textbook will have many benefits except the study above. The researcher found many papers that include in criteria of good English textbook, but the researcher cannot found the permanently theory about the criteria of good English textbook, so the researcher will compiles the criteria by combining many experts' statement and researcher.

Regarding several approaches and methods provided from many experts' statements and researcher, the researcher cannot be able to use all and should not do so any way. Most of methods and checklists are introduced for general purposes the same way as the availability of commercial textbooks. As we already know no textbook designed for a general market will ideal for particular group of learners. As a result, many institutions have conducted their own textbook

assessment checklist or textbook evaluation checklist. Language teacher should create their own criteria, which as a result is most relevant to the needs of the teachers themselves and learners' concern. These criteria can be selected from among those presented in general textbooks or devised specially to meet specific needs and circumstances. However, the number of criteria used should not be too many, but in manageable proportions.