**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter the researcher will discuss some theories that related with the topic. It includes the discussion of theories on how to analyze English text book. It discusses the theories of teaching English, English curriculum and types of genres.

1. **Text Book**

Definition of textbook “is teaching tool which has tendency to encourage encyclopedic learning of factual materials” (Keachie, 1994:130). It means that textbook should be up to date and frequently revised, because it uses as the basic sources of information needed by students. A good text book has to counter instructor and open more frame work. It means the structures should be presented as tentative, temporary and incomplete.

The function of textbook for a teacher is engages students with the content that they going to deal (Harmer, 2007:182). This means textbook is used to arouse student interest in a topic and to make students know exactly what teacher want them to do before teacher ask students to open their book.

1. **How to Use Text Book**

Many teachers based much of their teaching on the content of textbook. Teachers have the right to decide when and how to use text book (Harmer, 2007:182-183). Harmer states that there are two ways teachers can do this by:

6

1. **Omit and replace.**

The first decision teachers have to make is weather to use a particular textbook lesson or not. If the answer is no there are two possible course action. First just omit the lesson altogether, because it does not teach anything fundamental necessary and it is not necessary interesting. However, when teachers think the language or topic area in questions is important. Teachers have to replace the textbook lesson with their own preferred alternative.

1. **To change or not to change.**

When teachers decide to use textbook lesson they can use without making any substantial changes to the way it is presented. However teachers might decide to use the lesson and not to change to make it more appropriate for their students. When the material is not very substantial, they might add and rewrite something to it.

1. **Content Analysis**

Definition of Content analysis is” a research tool that focused on the actual content and internal features of media” (Barelson, 2002:74). It is a research technique for objective and systematic analysis in describing a textbook. Content analysis is used to determine the presence of certain words, concepts, phrases, characters, or sentences within the texts or sets of texts to quantify that presence in an objective manner. Text can be defined as books or book chapter and essay.

1. **Indicators Assessment for English Textbook for Junior High School**

According to standard quality of English textbook (pusat perbukuan, 2003:7), there are some aspects used to analyze the content of textbook. There are eight aspects and some indicators that will be presented as follows:

* 1. **The conformity of materials with curriculum**.
	*Indicator:*
	1) Chapter contains of materials that in accordance with the applicable curriculum.
	2) Chapter contains standards of discourse competence.
	3) Chapter contains standards of linguistic competence.
	4) Chapter contains standards of sociocultural competence.

5) Chapter contains standards of strategic competence.

* 1. **The materials taught in an integrated manner.**
	*Indicator:*
	1) The material delivered at least two language skills (eg listening and speaking, or reading and writing).
	2. **The material includes examples of text from a type of discourse** **types.***Indicator:*
	1) The materials include examples of text from one genre or type that is textual discourse.
	2) Materials contain various types of discourse genres or types of non-textual.
	3. **The material contains components of phonology, vocabulary and** **grammar are accurate and in accordance with English grammar and curriculum guidance.**
	*Indicator:*
	1) Phonological material accurately in accordance with English grammar.

2) Vocabulary materials in accordance with the guidance of curriculum.
3) Material grammar accurately in accordance with English grammar.

* 1. **The material is presented based on the difficulty** **level.**
	*Indicator:*
	1) The materials contain a gradation in phonology.

2) The materials contain gradation in the vocabulary.
3) The material contains a gradation in grammar.
4) The material does not overlap.

* 1. **Task is given to enhance students' abilities and to support the objectives that formulated in the curriculum.**
	*Indicator:*1) Material assignment (tasks) is given to enhance the ability of phonology, vocabulary and grammar.
	2) Task is given to improve listening skills.
	3) Task is given to improving speaking skills.
	4) Task is given to improve reading skills.
	 5) Task is given to improve writing skills.
	2. **The materials include the knowledge, skills and attitudes that support life skills.**
	Indicator:
	1) The material includes knowledge (knowledge) that supports life skills.
	2) The material includes skills that support life skills.
	3) The material includes attitudes that support life skills.
	3. **The materials give the attention to the aspect of gender, ethnicity, religion, race and inter-class and the code of ethics regarding copyright.***Indicator:*
	1) The material gives the attention to the aspects of gender, ethnicity, religion, race and between groups.
	2) The material uses codes ethics that concern with copyright.
1. **Theory of Teaching English**

Theory is a set of interrelated constructs (concepts) definitions and prepositions that present systematic view of phenomena by specifying relation among variables, with the purpose of explaining and predicting phenomena” (Karlinger,1973:9).

From definition above we understand that theory used to explain large or small phenomena. Then the function of theory is to describe, explain and predict unifies phenomena. In education field, the phenomena are described as curriculum. The theory of curriculum covered about planning, developing, evaluation and the use of curriculum in teaching process.

According to Bobbit, in the earlier theory of curriculum is very simple it is only revolving on human life” (Sukmadinata, 2006:28). Here Bobbit explains that curriculum in education has the function to help people for preparing some skills to work. The skills are many kinds including mastery of knowledge, behaviors, habitual, and the appreciation toward something.

Now the theory of curriculum has focused on children education, so the materials of curriculum must be based on children need. The content of curriculum put the children as the priority of teaching learning through their experiences and direct exploration. Teachers who teach English must have theory to be applied in their teaching.

 “Theory is concept or generalization a set of practice and it describes phenomena in general terms” (Ur, 1996:3). It means the theory of curriculum has been developed because of the influence in education progress. Everything that teacher do is colored by psychological theory they hold. Here teachers have the first role in directing and creating situation to learn. Consequently teachers have to use systematic theory when teaching.

 Teaching also defined as an organized activity to help students in learning process which done by teachers. In other word, teaching is learning process. While the result of learning process is the changing of behavior (Wassid, 2008:50).The changing of behavior is not only influence the knowledge but also influence the attitude and appreciation of learners in real behavior. There are many theories of teaching such as:

1. **Totally theory (Gestalt)**

Gestalt states in this theory “that human comprehends something totally”. The meaning of teaching based on this theory is to clarify and specify the totally stimulus that students receive on their part. When teacher is giving materials or lesson for students, they will get knowledge about attitude, behavior, skills and improvement of psychological development.

1. **Behaviorism**

Behaviorist like Skinner would stress “the reward and punishment as motivation behavior in learning” (Brown, 2001:73). Skinner’s operant conditioning model, human being for example is like other living organism. They will pursue a goal because they perceive a reward for doing something.

1. **The Objective of Teaching English**

English is a tool for communication in the form of written and oral (Abidin, 2009:1). The board of education department was stated in based curriculum 2006 about the skills that students should achieve in learning English. Students are expected to have skills in reading, listening, speaking and writing because English is a tool for communication in the form of written and oral. The basic course outline is that in the end of the program students should have the skills in reading, speaking, listening and writing.

1. In listening students are expected to be able to understand teacher explanation like oral instruction and get information from short dialog text.
2. In writing students are expected to be able to write down simple sentences which have been learnt with correct grammatical aspect.
3. In speaking students are expected to be able to spell and mention words which have been learned with the correct pronunciation and demonstrated short simple dialog fluently.
4. In reading student are expected to be able to read in the form of narration, description and special dialog form.
5. **English Curriculum**

Definition of curriculum is a particular program of study that refers to all aspects from planning, implementing, evaluating and managing an education programs (Nunan, 1989:14). While the definition of English curriculum is as all planed learning experiences that provided by the school to assist the students in attaining the stated learning out come to the best of their ability in mastering English (Neagley, 1980:284).

The concept of curriculum always develops following the advance era. Therefore, the curriculum is defined as planned and guided learning experiences. The purpose of learning outcome is formulated through systematic reconstruction of knowledge and experiences. Meanwhile the curriculum provides a statement of policy and syllabus specifies the details of course content. A curriculum deals with abstract and general goal while syllabus or instructional plan is guiding the teachers and learners in teaching learning process. Then the duty of teacher or course designer is to turn abstract curriculum goal into concrete objective syllabus (Dubin 1986:40).

1. **English Curriculum 2006**

English curriculum 2006 is the revision of English curriculum 2004 (Abidin, 2009:1). It becomes the correction of the problems and error found in the implementation of previous curriculum. English curriculum 2006 or called as School based curriculum doesn’t change significantly from based curriculum 2004. English curriculum 2006 is based on teaching the types of texts genres. It means that English curriculum 2006 is still the same as English curriculum 2004.

The orientation is around the competency of students as subject of learning. The linguistic aspects like grammar and vocabulary are included in school based curriculum 2006. There are some other aspects that students need to learn such as transactional and interpersonal dialog, short functional texts like making short message, asking permission and giving information. The characteristics of English curriculum 2006 for junior high school are based on the types of text like: descriptive, narrative, recount and report.

The objectives of teaching English are for students’ skills in communicative competence. Communicative competence include: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

1. The objective of grammatical competence is to help students in developing their ability to understand and produce grammatically correct sentences
2. The objective of sociolinguistic competence is to enable students in developing their understanding and ability to use the target language as a means of communication in different style, formal and informal. It also helps students to adapt themselves in the culture of the target language.
3. Discourse competence is to enable students to understand the language not only at sentence level, but also at discourse level example for request, agreeing and apologizing. Discourse competence concern with the selection, sequencing and arrangement of words, structure and utterances to achieve a unified spoken or written text.
4. Strategic competence helps students in developing their ability on how to maintain the communication process. Example how to begin and how to end. How to extend and how to direct the communication.

In learning English, School based curriculum 2006 uses literacy approach to study kinds of genres or text types. Literacy approach is means the culture of reading and writing for students. Using literacy approach, students are expected to have competency in reading, writing, listening and speaking.

There are two kinds of approach in literacy called as spoken cycle, and written cycle (Munir, 2006:41). In spoken cycle there are listening and speaking which is taught un separately, while in written cycle there are reading and writing that taught un separately also. Then for each cycle in this learning is divided in to four stages called as:

1. Building Knowledge of the Field (BKOF)
2. Modeling of the Text (MOT)
3. Joint Construction of the Text (JCOT)
4. Independent Construction of the Text (ICOT)
	1. **Spoken Cycle:**

*1). Building Knowledge of the Field*

This section refers to the introduction and exploration about the theme which is going to be discussed. Students are introduced to the social context from the text. Students are exposed to the relevant vocabulary and grammatical pattern. Teacher and students involve in listening and speaking in order to find out how far students knowledge around the theme that they will discussed. The generic features of the text includes: sharing knowledge, vocabulary building and grammar focus.

*2). Modeling of the Text*

In this section students are exposed with conversation text which has the function for interpersonal or social interaction. This focuses on students’ skills in speaking and listening through reading monolog texts or dialog transactional and interpersonal exchange. The generic features include: story telling, transactional and interpersonal exchange. Dialog transactional is kind of dialog to get something done, example is to ask for and give something. While dialog interpersonal is kind of dialog for social interaction purpose. Example is conversation in the bus stop with people for chit chat.

*3). Joint Construction of the Text*

In this section students are expected to make dialog text types by working together with their friends in a group. They begin to contribute to the construction from the whole examples of the texts. It includes: constructing monologues text, constructing dialogs transactional and interpersonal exchange for social function.

*4). Independent Construction of the Text*

Students start learning to apply and practice their knowledge and experience through self learning. Example: Student makes monolog text then practice to read it in front of the class. The focus is to evaluate students’ skills in speaking and writing.

* 1. **Written Cycle:**

*1). Building Knowledge of the Field*

Building knowledge of the field (BKOF) introduces the topic for reading and writing. It refers to the theme that going to be discussed. Students explore and introduce to the kinds of text or genre. Teacher explores students’ knowledge and experience as much as possible about general structure of the text and other aspect of linguistic features that related to the text.

*2). Modeling of the Text*

Modeling of the text (MOT) gives some models of texts for students. In this section students are exposed to read, write and analyze kinds of text. It includes reading for comprehension and interpretation, Reading short functional text, reflecting on the text and the information from its, reading vocabulary for writing transactional and interpersonal texts.

*3). Joint Construction of the Text*

Joint construction of the text (JCOT) expects students to create functional text in the form of written text. In this section students are created to work together and learn to make kinds of text. Students are constructed to produce functional text in a group. It can be short functional text or discourse text.

*4). Independent Construction of the Text*

Independence construction of the text (ICOT) expects students to produce functional text or dialogs transactional text. Students have to construct functional text individually. The purpose is to evaluate students’ skills in reading and writing.