CHAPTER II

THEORITICAL REVIEW

This chapter presents the review of related literature used in this study. It covers previous study which is related to the material of english textbook. The writer then describes underlying theory, such as material development learning task, language skill, curriculum and islamic character.

A. Previous Study

In order to prove the originality of this research, the writer present some similar research which are dealing with the material of english textbook which has been written by Dar (2016), Cheng ., et al (2017), Wati (2015), wahab (2014), meidani and Pishgadam (2016), Ampa., et al (2013), Mukundan ., et al (2018)., Maroko (2017) and Lukman (2017).

1. Dar (2016)

Her research talked atout *"Textbook Materials and Their Successful Aplication in the Classroom: Implication for Language Development."*Her paper offered a critique of how textbooks for teaching English are prepared, prescribed and taught in both the private and public school of pakistan. She discussed the appropriacy of these materials on linguistic suitability, cultural aptness and interest level of students across primary level. She analyzed and suggested the important elements which must be kept in mind while designing and prescribing textbook materials for primary schools. They are the careful choice of material, the teachers' role as material developmers, the use of local and global materials, the authentic materials, the material adaption and the textbook development.

There were eight critiques as the results of her study to offer with respect to the textbook in the public sector: 1) it is important to conduct a needs survey before formulating textbooks for particular grade levels for appropriate and suitable material development; 2) it is

very important for all authors and material reviewers to know the linguistic needs and interest of the students for which materials are developed; 3) it is vital to involve those stakeholders who are directly involved in using and teaching materials. Teachers teaching at the level for which a textbook is developed, must become part of textbook development committees as they are the best sources to recommend and select appropriate materials; 4) the materials chosen must bear relevance to the current and recent global trends, issues and themes. For the national curriculum also needs constant review so that the themes are set in line with the concurrent global drifts; 5) the committees of authors and editors should also be periodically reviewed for better efficiency; 6) The authors must not plagiarize materials and must quote the relevant sources to avoid embarrassment; 7) The materials must have better visual appeal; and 8) Teachers must be adequately trained to use materials in the classrooms.

2. **Cheng, Hung and Chieh (2017)**

Their study entitled "Thinking of the Textbook in the ESL/EFL Classroom". This study discussed a textbook evaluation checklist for standardized use at the elementary level, based on a meta-analysis of checklist published internationally and locally. It was expected that the advent of an official, standardized textbook checklist capable of both predictive and retrospective evaluation of the textbook itself, and its pedagogical implications on teaching skills, and classroom dynamics, would become critical amidst the growing number of commercial textbooks available for selection at the elementary level.

The researches used a partical, systematic, and direct method for choosing ESL textbooks in their research as the object. They described the role of the textbook in English classroom, English textbook in teaching and learning and English textbook selection and evaluation. In accordance to analyze the options according to program

issues, going from broad to specific. They also used some previous studies dealing with their research. The strategy behind this technique is to eliminate unsatisfactory textbooks at each stage of analysis so that only the most appropriate are left at the end, making the choice clear and manageable.

There were some results of their study. They were the use of an evaluation procedure or checklist can lead to a more systematic and through examination of potential textbooks and to enhanced outcomes for learners, instructors, and administrators; the decisions related to textbook selection could affect teachers, students, and the overall classroom dynamic. It is probably one of the most important decisions facing ESL educators the textbook is a tool, and the teacher must know not only how to use it, but how useful it can be; and the teachers should be able to respond to these new challenges and changes by altering activities and creating the more tailored ones.

3. **Wati (2015)**

Her research entitled *"English Task to Develop The Students' Communicative Competence: A Study of Edukatif Work Book For Junior High School Students"* in unpublished thesis of University of Muhammadiyah Surakarta. This research was mainly intended to find out the extent tasks in *Edukatif* work books are designed to develop the students" communicative competence. The objective of this research was to explain what extent tasks in *Edukatif* work books are designed to develop students" discourse competence, linguistic competence, actional competence, sociolinguistic competence, and strategic competence.

This research was qualitative research which involves content analysis approach. The object of this research is English work book named *Edukatif* that published by *Akik Pusaka Sragen.* The writer analyzed the work book of eight grade students including the work book that used in the first and second semester. In collecting the

data, the writer used documentation method. The data analyze used the theory of Hiberman and Miles which involves data reduction, data display and verification.

The findings showed that among the five competences and its components of communicative competence, some components are not developed in both work books. Both *Edukatif* work book one and two can develop all components of discourse competence. But the tasks do not develop one aspect in linguistic competence that is phonology. Moreover, work book one and two can develop most component of actional competence, except speech act (in work book one) and problem key area (in work book two). Some tasks in both work books also develop two components among four components of sociolinguistic competence, except cultural and non-verbal communicative factor. Latter, the work book only develop one component-among five components of strategic competence that is time and gaining strategy. So, considering the result above, the writer can conclude that the tasks in both *Edukatif* work books are not sufficient to develop the students" communicative competence, especially in developing sociolinguistic and strategic competence.

4. **Wahab (2014)**

His research entitled *"Developing an English Language Textbook Evaluative Checklist"*. This study sought to develop an ELT textbook evaluative checklist based on current trends in ELT, curriculum design, and materials development. The use of the proposed checklist may have greater significance since it can reveal the strengths and weaknesses in the textbook, and determine whether or not the textbook is justified, or needs supplementation and/or modification. The study attempted to identify the linguistic errors or the factual mistakes, if any. It is also hoped that the study results would help in making some appropriate recommendations for the curriculum planners, educators and experts at educational institutes for further

improving the quality of the English language textbook in general. This study may also provide guidance for any retrospective textbook evaluation or future revision of any English language textbook.

There were three basic methods for evaluating textbooks. The first was called the impressionistic method and it involves analyzing a textbook on the basis of a general impression. The general impression would be gained by reading the blurb and the contents page and then skimming through the book to get a sense of organization, topics, layout and visuals. This method was not adequate in itself but could be combined with for example the second method, which is called the checklist method. This method was systematic in the way that the criteria on the list are checked off in a certain order. It was also very easy to compare different materials and it is not very time-consuming compared to other methods. *The third method,* the in-depth method, suggested a careful examination of representative features such as the design of one particular unit or exercise, or the treatment of particular language elements. An obvious disadvantage in this method was that the selected section might not be representative of the book as a whole. For the current study, the first and the second method were used.

The result of this paper presented that the quality of the curriculum reform basically depends on a good process of evaluation. Also, any new textbook can be expanded to include more information about the ideals such as constructivist learning, multiple intelligences theory, task-based learning so and so forth. More importantly, more games, activities, tasks together with their classroom implementations should be added to the textbook.

5. **Meidani and Pishghadam (2016)**

Their study has title *"Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative study."* The following study tries to find out the

developmental pattern of the most popular English textbooks and analyze them in terms of the concept of EIL. Therefore, it addressed to the questions: how do ELT textbooks differ in depicting Inner, Outer, and Expanding Circle countries; how do ELT textbooks differ in recognizing dialogues in non-English speaking countries or dialogues with non-native accents; how do ELT textbooks differ in treating learners' home culture; and how do ELT textbooks differ in depicting famous people?

This study applied the methodology which consist of two parts. *The first* was textbook selection where the researchers took four booksfrom four popular series of textbooks were selected. The textbook series covered a time span of about 12 years, based on their time of publication. The books were the following series: *New American Streamline* (Hartley & Viney, 1994), *Cambridge English for Schools* (Littlejohn & Hicks, 1996), *Interchange Series Third Edition* (Richards, Hull, & Proctor, 2005), and *Top Notch* (Saslow & Ascher, 2006). For the sake of homogenization, the books selected were all from the intermediate level of the four book series. The second was procedure where the following criteria were taken into account: references to Inner Circle countries, references to Outer and Expanding Circle countries, non-native accents, dialogues in non-English speaking countries, the place of home culture and famous people in order to carry out the analysis.

This researchers of this study explained their research results in six parts. The following are the results.

(1) References to Inner Circle Countries

The percentages of the frequency of references to Inner Circle countries were calculated out of the total number of references to all countries (inner, Outer, and Expanding). As the results demonstrate, the frequency of representations of Inner Circle countries has decreased in this time span and their cultural themes have been reduced to mostly social matters.

(2) References to Outer and Expanding Circle Countries

The frequency of reference to Outer and Expanding Circle countries has increased. Interestingly, the cultural themes taken into account also become more diverse. They include personal, social, arts, humanities, religion, political, and environmental matters.

(3) Non-native Accents

The frequency and percentage of times non-native accents can be heard in the listening parts of the books. Since the listening parts include both monologues and dialogues, the number of speakers was taken into account.

(4) Dialogues in Non-English Speaking Countries

These settings showed that English is used in Non-English speaking countries for the purpose of communication. In another instance, a group of people with different nationalities talked in a radio show with each other about the customs of their countries. All of them spoke with a marking L1 accent and this is shown as something normal and natural. Thus, the international status of the language was acknowledged, by displaying it as a means for international communication and presenting one's own culture.

(5) Place of Home Culture

There was no mention of learner's home culture in New American Streamline. In fact, learners were bombarded with American stories, news, characters etc. Cambridge English for Schools (Book 3) goes a step further. The presence of learners' home culture was recognized. Nonetheless, learners were supposed to compare their native country with Inner Circle countries.

(6) Famous People

Among the four books, Interchange 2 depicts the most number of celebrities. Except for Top Notch 3, the majority of the presented celebrities are from Inner Circle countries.

6. **Ampa, Basri and Andriani (2013)**

The title of their study *"The Development of Contextual Learning Materials for the English Speaking Skills"*. They argued that the purpose of this research was to develop the contextual learning materials to be used in speaking subject.

The instructional design used to develop the contextual learning materials was derived from several instructional design models, such as the ADDIE, Kemp, Dick and Carey, and ASSURE Models. The stages used were (1) analyze, (2) identify, (3) contextualize, (4) integrate, (5) design, (6) develop, (7) validate (8) try out, (9) implement, and (10) evaluate. The validity of contextual learning materials developed was assessed from three aspects, namely psychological aspect, pedagogical aspect, and methodological aspect.

The methodology of this study was a research and development study used to develop the contextual learning materials of the speaking skills. The phases of ID model were Analyze-Identify-Integrate-Contextualize-Design-Develop-Validate-Tryout-Implement-Evaluate. The variables and indicators were based on the evaluation of printed materials proposed by Tomlinson (2007). Those were viewed from psychological aspect (rationale, independence, selfdevelopment, creativity, and cooperation) pedagogical aspect (guidance, choice, reflection, exploration, and innovation); and methodological aspect (content, appropriacy, authenticity, layout, and linkage). In collecting data, the questionnaire was to validate the prototype draft, the experts of TEFL were invited to answer the items of the rubrics, and then they commented the weakness of them related to the variables and indicators. Based on the experts' comments or suggestions, some points of the prototype draft were revised. Then, the speaking test was

used to evaluate the effectiveness of the contextual learning materials. According to Satriani (in Ampa, Basri, and Andriani, 2013:6), contextual teaching and learning has been reported to be effective in developing students' skills in English. Some studies had been conducted in Indonesian students' classroom settings.

The results of the study of the development of contextual learning materials for the English speaking skills were the appropriate criteria of a model to develop contextual learning materials for the speaking skills have been validated; the results of the validity of the criteria of contextual learning materials were concerned with the psychological aspect; the criteria of learning materials that were concerned with the pedagogical aspect proposed to be validated by the experts and the results; the criteria of learning materials that were concerned with the methodological aspect are related to the 'content, appropriacy, authenticity, layout, and linkage'; the learning materials should have enough guidance; the criteria validation that is developed by the formative commitee comprises three experts in the area of TEFL and ID. The criteria developed by the formative committee are presented for review; the instructional design was defined as the systematic development of instructional specifications, using learning and instructional theory derived from behavioural, cognitive and constructivist theories in order to ensure the quality of instruction; and the effectiveness of the contextual learning materials was derived from the model.

7. **Mukundan, Nimehchisalem and Hajimohammadi (2018)**

Their research title was "Developing an English Language Textbook Evaluation Checklist: A focus Group Study". This study aimed at testing a qualitatively developed textbook evaluation checklist on the clarity and inclusiveness. For this purpose a focus group study was held in two sections. First the participants were asked to brainstorm on the evaluative criteria that should be considered in

developing a checklist. At the second stage, they were given a copy of the checklist and were asked to comment on its clarity and inclusiveness. Overall, based on the comments of the focus group, 14 items were added to the checklist while two were revised. As it was expected, the discussion with the prospective users of the instrument helped the developers improve the clarity and inclusiveness of the items. This supported the effectiveness of focus group studies. The interactive nature of the method allowed the participants present their ideas freely and unobtrusively.

One of the ways to develop evaluation checklist was through a qualitative method. The method allows the developer to gain a deep understanding of the construct under investigation. To offer an example, in the United States, Bartlett and Morgan (in Mukundan, Nimehchisalem and Hajimohammadi, 2011: 101) developer their "textbook selection checklist" based on their interviews with 50 participants in this way, they were able to perceive an in-depth picture of the learning-teaching context at hand. Focus group study is an interactive interview involves a number of experts who are familiar with the research context. The reason for using a focus group study was that it could provide a practical method to validate an instrument in the process of its development before it is used (Weir in Mukundan, Nimehchisalem and Hajimohammadi, 2011: 101). Experts' views on the construct and wording of the items would enable the researches to realize certain crucial issues that had been neglected in the development of the checklist.

A group of medium size (n=6) was chosen for the present study. The focus group participants included six PhD candidates (four females and two males) of Teaching English as a Second Language (TESL) in the University Putra Malaysia (UPM). They were involved in teaching English language for a period of 5-28 years in different universities, language institutes, and/or schools in Malaysia and/or Iran. They all had experience of evaluating or selecting English

language textbooks. The focus group interview took around two hours. It started by the participants introducing themselves. First, in the form of an unstructured interview they brainstormed on the criteria to be considered in evaluating English language textbooks. The second stage was a structured interview, in which the participants were given a copy of the tent ative checklist that had been previously developed by the researchers. The interview was recorded using a high-quality voice recorder. After the focus group meeting, the recording was transcribed.

As it was expected, the discussion with the prospective users of the instrument helped the developers improve the clarity and inclusiveness of the items. This supports the effectiveness of focus group studies. The interactive nature of the method allows the participants present their ideas freely and unobtrusively. The findings of this research can be useful for ESL researchers and teachers in general as well as ELT material developers and evaluators in particular. Curriculum developers and syllabus designers may also find the results of the study insightful. The checklist at this stage can be used with more confidence for evaluating textbooks, however, further study is in progress to empirically test the reliability and validity of this instrument. It is also necessary to survey the views of a larger number of experts in the area on the validity and reliability of the checklist.

8. Maroko (2013)

His research entitled "Development of Language Materials for National Development: A Language Management Perspective." The purpose of his study was three fold: to identify the themes and language norms addressed the Primary English Syllabus (2002) and selected language-learning materials; to analyse cases in the recommended materials not in line with the themes and norms; and to suggest the language management theory (Neustupny and Nekvapil 2003) as a viable approach to guide any materials evaluation efforts in future.

In collecting the data, the writer used documentation method. The data of his research was eight texts which purposively selected for content analysis in this study. Specifically, a convenience sampling procedure, which includes picking the required sample from available cases, was used to select the eight texts for this study. As a result, the Primary English syllabus was selected for the English language norms expected to be covered from Standard 1 to Standard 8.

The selection of the remaining seven textbooks was based on four considerations: the texts must have been recommended by the Kenya Institute of Curriculum Development (KICD); they must have been materials for English language learning; the texts must have been published after 2002 when the new English syllabus for primary schools was released in order to avoid the possible influence(s) of generational and diachronic changes in the nature of these materials; and the choice was guided by the fact that these were the textbooks widely in use in most primary schools.

Each textbook must clearly possess unique characteristics from others though the analysis revealed some commonalities among the selected textbooks. The data analyze involves data elicitation started with the identification of thematic concerns in the Primary English Syllabus (2002) and the corresponding norms. Using these themes and normative propositions as a basis, the selected texts were closely read to identify cases of themes and norms which were not covered, and those requiring new input due to socio-cultural, economic, political and technological changes.

Analysis of elicited data began from the assumption that materials should be analysed 'as they are' and 'with the content and way of working that they propose' (Littlejohn 2011:181). Therefore, the aim of the content analysis was to establish the covered themes and norms, isolate cases where existing norms are violated and indetify those topical issues that need to be incorporated not only into the syllabus but the learning materials. The purpose of this analysis was to

demonstrate the suitability of these materials for the context of use, followed by an evaluation to predict the likely effects of the materials on their users.

The three main results of his study were the syllabus was the focal point against which teaching-learning materials were organised; language-learning resources in use were not completely in touch with the changing contexts on the ground, teachers and their pupils would certainly not connect with them; and the materials that should be used in our primary schools should underscore the systematic use of current knowledge to meet specific national objectives and requirements.

9. Position of the Current Study

Different from the Fatima Dar (2016) which suggested important elements which must be followed in designing and prescribing textbook materials for primary schools and provided the guidelines to teachers of how to effectively teach textbook materials in classrooms. The writer as the next researcher will conduct a research which is aimed to develop the material of English text book entitled *"Bahasa Inggris When English Rings the Bell for Islamic Junior High School in the Seven Grade"*.

The second researcher's result is different from the writer's research. Cheng, Hung and Chieh (2017) discussed for evaluating reading textbooks for use in ESL/EFL classroom. Classroom teachers spend much time using textbooks in class, so choosing an appropriate one is important. And the paper describes the role of them textbook. Using this will make the textbook selection process more efficient and more reliable. But the authors did not evaluate the textbook reading but create the material based on a islamic character that covers all language skill in a integrated way.

The writer's research is also different from the third researcher before, Wati (2015). She analyzed the tasks in the textbook

using communicative competence's theories. She also applied the textbook tasks to enhance the communicative competence in her research by using Canale (1983), Bachman (1990), and Murcia (1995). Here, the author does not analyze the tasks in the textbook using communicative competence's theories but concern in developing the material in textbook of Bahasa Inggris When English Rings the Bell using material development theory.

The writer's research is also different from Wahab (2014). His paper present an overall view of evaluating an English language teaching textbook with a focus on the instrument of a checklist. It tried to develop a valid, reliable and practical checklist. But in this chance the author does need to evaluate the instrument of a checklist but develop the task for the English textbook.

The research which has been done by Meidani and Pishghadam (2016) is different from the current study. Because their study tried to find out to what extent English language textbooks demonstrate the international status of the language by comparing four different textbooks published in different years. To this purpose, the following criteria were taken into account: references to Inner Circle countries, references to Outer and Expanding Circle countries, non-native accents, dialogues in non-English speaking countries, place of home culture and famous people. On the other side, the writer does not need to compare four different English textbooks in order to develop the material for English textbook. She just needs the islamic character and material development theory in creating the tasks for integrated skills.

The writer's research is also different from Ampa, Basri and Andriani (2013). They argued that the purpose of this research was to develop the contextual learning materials was derived from several instructional design models, such as the ADDIE, Kemp, Dick and Carey, and ASSURE Models The stages used were (1) analyze, (2) identify, (3) contextualize, (4) integrate, (5) design, (6) develop, (7)

validate (8) try out, (9) implement, and (10) evaluate. The validity of contextual learning materials developed was assessed from three aspects, namely psychological aspect, pedagogical aspect, and methodological aspect. The writer research purpose is to develop the material not only in speaking but also three other English language skills.

Mukundan.,et al (2018) study aimed at testing a qualitatively developed textbook evaluation checklist on the clarity and inclusiveness. For this purpose a focus group study was held in two sections. First the participants were asked to brainstorm on the evaluative criteria that should be considered in developing a checklist. At the second stage, they were given a copy of the checklist and were asked to comment on its clarity and inclusiveness. In this study, the writer does not develop textbook evaluation checklist but develop the material of English textbook for the seven grade of Islamic junior high school.

Maroko's research (2017) which concerned with to what extent are these materials aligned to the new realities in Kenya. As a response to these questions, this paper identifies the themes and language norms addressed in the Primary English Syllabus (2015) and selected language-learning materials. But the writer concerns in the English process standard of curriculum 2013 focus on seven grade textbook of Islamic junior high school.

The writer not only develops the materials but also suits them based on islamic character. The process standard has certain principles like the lesson planning, the implementation of the learning process learning outcomes assessment and monitoring of the learning process. The writer also applies the material development theory with islamic character. The result of this research uses as an addition and also the development of the previous studies.

B. Review of Related Literature

There are some theories used in this research, namely material development, textbook, language skills, curriculum and islamic Characteristic.

1) Material Development

In this path, the author describes the nation of material development, the basic principle of material development, the process of material development, and the types of learning task in material development.

a. The Concept of Material Development

There are some concept about material development. the first is according to Tomlinson (2007:2).

> He states that material development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake : in order words the supplying of information about and or experience of the language in way designed to promote language learning. materials developers might write textbook, tell stories, bring advertisements in to the classroom, express an opinion, provide sample of language use or read a poem loud.

Based on those explanations, materials development is both a field of study and a practical undertaking. as a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials'.

b. Basic principles of material development.

Talking into consideration the research the writer takes, she can definitely come to the agreement that there should be certain guidelines to follow in order for things to take place in the right and proper way when referring to creation of materials

for students learning development. the main purpose of material development is to make language to be effectively learned. here are the basic principles suggested by Tomlinson (2007: 7) in the authentic material development :

1) material should achieve impact

    It can acieve though novelty (unusual topic, illustration and activities), variety(using many different text types taken from many different types of sourses) and attractive presentation (use of attractive colors).

2) material should help learners to feel at easy

    relaxed and comfortable students apparently can learn more in shorter periods of time. (dulay, et al 1982 as cited in Tomlinson 2017:8)

3) materials should help learners to develop confidence

    it can also help if the activities encourage learners to use and to develop their existing extra, linguistic skills, such as those which involve being imaginative, being creative or being analytical. (Tomlinson, 2007:9)

4) material should be perceived by learners as relevant and useful. it is relatively easy to convince the learners that the teaching points are relevant and useful by relating them to know learner interest and to "real live" tasks which the learners need or might need to perform in the target language.

5) material should require and facilitate learner self-investment. Material can help the learners to achieve self-discovery by providing them with choises of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities (Tomlinson,2007:13)

6) material should expose the learners to language in authentic use material can stimulate exposure to authentic input through the activities they suggest.

7) material shout provide the learners with opportunities to use the target language to achieve communicative purposes. Ideally teaching material should provide opportunities for such interaction in a variety of discourse model ranging from planned to unplanned (Ellis,1990: 191 in Tomlinson, 2007:15)

8) material should take into account that the positive effects of instruction are usually delayed.

9) Material should take into account that learners differ in learning style.

10) Material should take account that learners differ in affective attitudes.

11) Materials should permit a silent period at the begining of instruction.
12) Material should maximise learning potential by encouraging intelectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
13) Materials should not rely too much on controlled practice.
14) Materials should provide opportunities for out come feedback.

From the explanation above, it can be concluded that materials are anything used in the teaching and learning process to facilitate the acquisition of new knowledge to take place. In order to be affective learning materials, they should cover at least three principles namely taking into account the impact towards students, considering the teachers' factors, and suporting instructional and classroom practices in different educational settings.

c. **Process of material development**

As an essential process of material development, we must also imagine a variety of optimal pathways and feedback loops which make the whole process both dynamic and self – regulating. These then will allow us to deal in a concrete way with clues to their improvement., both during the writer and after their use. (Tomlinson,2017: 97-98). He stated the process of material development as follows.:

1) Identification
   It is done by the teacher or learner(s) of a need to fulfill or a problem to solve by the creation of materials.
2) Exploration
   It is the exploration of the area of need / problem in terms of what language what functions, what skills etc.
3) Contextual realisation
   It is the contextual realisation of the proposal new materials by the finding of suitable ideas, contexts or texts with which to work.
4) Pedagogical realization

It is the pedagogical realization of materials by the finding of appropriate exercises and activities and the developing of appropriate instruction to use.

5) Physical production.

In physical production of materials, involving consideration of layout, type size, visuals, reproduction , tape length etc.

6) Use.

In this course, the students use the materials in accordance with the theme taught.

7) Evaluation.

Evaluation of materials against agreed objectives.

From the explanation above, it can be concluded that developing materials are important because they can significantly increase student achievement by supporting their learning. This process aids in the learning process by allowing students to explore the knowledge independently as well as providing repetition.

d. Types of learning task in material development

Good language learning task then involve the wise use of existing knowledge and above all an intellectual challenge(in both content and content and processes) for students: involve interaction, appeal to students' imagination and expand their interests, develop confidence and provide a sense of achievement and enjoyment, and contribute to learners' ever- developing communicative and learning series.

According to the australian language level guidelines(Scario et al,1988) the material was developed in six activity- types :

1) Interacting and discussing.

2) Interacting and deciding / transacting.

3) Obtaining information and using it.

4) Giving information.

5) Personal response.

6) Personal expession.

Another system of task – types (Seeclark, et al scarino & brownell, 1994) focuses on higher order thinking skjills : enquiring, interpreting, presenting, problem solving, performing, creating, designing, composing, judging, evaluating and responding.

While the types of tasks given in Tomlinson (2007; 228) reverto as :

1) Pedagogic task (Nunan,1989)
   We can fine five kind of pedagogic tasks. They are:
   a) Information – gap activity, which involves a transfer of given information from one to another – or from one form to another, or from one place to another- generally calling for the decorating or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and effort to taje it verbally to the other.
   b) Reasoning – gap activity, which involves developing some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or pattems. An example is deciding what course of action is the best (for example cheapest or quickest) for a given purpose and within given limitations.
   c) Opinion – gap activity, which
   d) Personal tasks
   e) Role play tasks,(Wills, 1996)
      Activities like the

2) Real –world tasks (Willis,1996)

   Activities like the following generally have the potential to become effective tasks.

   a) Listing and brainstorming whith you call list people, places, things, actions, reasons, everyday problem, things to do in various

circumstances; ordering and sort notes or headlines to longer texts.

b) Matching which you can match captions / texts/ recorded extracts to pictures; short notes or headlines to longer texts.

c) Comparing which you can find the similarities and differences. Comparison tasks can be based on two quite similar texts or pictures or places or events that learners have experience of. learner can also compare their own work with of another or another pair or group.

d) Problem – solving which textbook often contain activities based on common problem – pollution, relationships, noisy neighbours and so on. But sometimes problem – solving tasks are over too quickly- learners agree on the first solution that comes to mind, using minimal language.

e) Sharing personal experiences and story telling. Activities where learners are asked to recount their personal experiences and tell stories are valuable becouse they give learners a chance to speak for longer and in a more sustained way. And it is sometimes we often do in real – live.

The value of tasks exists in fact that represent a meaningful, integrative, purposeful, contextualised piece of work. Building on this value tasks may be grouped in different ways to confirm a comprehensive range and variety of experiences of learners. These groupings are called task-types. The most frequently used way of categorising tasks is according to the four macro-skills: listening, speaking, reading, and writing.

C. Language Skills

There are four skills that we need for complete communication when we learn a language. Nurhayati (2016) define the experience with A variety of reading, writing, and speaking, listening activities in school can help learners acquires the skill they need to be successful. When we learn our native language, we usually learn to listen then we speak, then to read and finally to write. These are called language skills. These four language skills are sometimes called the macro-skills. This is in contrast to the micro-skills, which are things like grammar, vocabulary, pronunciation and spelling. Interference as influence of one grammar language could arise in teaching learning process. It is well known that in a large number of settings including Indonesia that teaching English is associated with using grammar correctly (Nurhayati:2018)

a. Listening

A useful way of creating is to consider a set number of micro and macro skills implied in the performance of listening comprehension. Building on Richards's (in Brown,2004: 121) aural skills taxonomy, Brown (2004) offers a simplified list of micro-skills and macro-skills (for conversational listening). The micro-skills isolate those skills that attend to the smaller bits and chunks of language, in more of a bottom-up process. *The micro-skills* of listening are:

(1) Discriminate among the distinctive sounds of English.
(2) Retain chunks of language of different length in short-term memory.
(3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, into national contours, and their role in signaling information.
(4) Recognize reduced forms of words.
(5) Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
(6) Process speech containing pauses, errors, corrections, and other performance variables.

(7) Process speech at different rates of delivery.
(8) Recognize grammatical word classes, systems, patterns, rules, and elliptical forms.
(9) Detect sentence constituents and distinguish betweenn major and minor constituents.
(10) Recognize that a particular meaning may be expressed in different grammatical forms.
(11) Recognize cohesive devices in spoken discourse.

While those that focus on the larger element involved in a top-down approach to a listening task is called as macro skills. The macro-skills of listening are:

(1) Recognize the communicative functions of utterances, according to situations participant's goals.
(2) Infer situations, participants, goals using real-world knowledge. (Pragmatic competence).
(3) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and ex amplification.
(4) Distinguish between literal and implied meanings.
(5) Use facial, kinesics, body language, and other nonverbal cues to decipher meanings.
(6) Develop and use a battery of listening strategies.

b. Speaking

The purpose of speech is to communicate thoughts or information from one person to another. There has to be at least two people in any communication; one person outputs something and another inputs what has been output. English language in Indonesia has taken a special attention due to the fact that people's awareness on the importance of English as the main means of communication in the global era is getting increased. Speaking is one of four English skills which brings many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process (Nurhayati:2016).

The differences between micro skills and macro skills of speaking are stated by Brown (2004:142). The micro skills refer to producing the

smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The micro skills of speaking are:

(1) Produce differences among English phonemes and allophonic variants.
(2) Produce chunks of language of different lengths.
(3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
(4) Produce reduced forms of words and phrases.
(5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
(6) Produce fluent speech at different rates of delivery.
(7) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
(8) Use grammatical word classes (nouns, verbs, etc.,), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical form.
(9) Produce speech in natural constituents in appropriate phrases, pause groups, breathe groups, and sentence constituents.
(10) Express a particular meaning in different grammatical forms.
(11) Use cohesive devices in spoken discourse.

The macro-skills imply the speaker's focus on the larger elements i.e., fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. *The macro-skills of speaking* are:

(1) Appropriately accomplish communicative functions according to situations, participants, and goals.
(2) Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping, and floor-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
(3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification.
(4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
(5) Develop and use a battery of speaking strategies, such us emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor in understanding language learner.

c. Reading

This is the reading skill list according to D.H. Brown. (2004:186) in Brown's list, the first on the list is essentially recognizing the alphabet, and automatically understanding how it combines into words. As he moves down the list, the skills build upon each other, becoming increasingly based on understanding larger meaning. The micro-skills for reading comprehension are:

(1) Discriminate among the distinctive graphemes and orthographic patterns of English.
(2) Retain chunks of language of different lengths in short-term memory.
(3) Process writing at an efficient rate of speed to suit the purpose.
(4) Recognize a core of words, and interpret word order patterns and their significance.
(5) Recognize grammatical word classes, systems patterns, rules, and elliptical forms.
(6) Recognize that a particular meaning may be expressed in different grammatical forms.
(7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

While the *macro-skills* for reading comprehension are as follows:

(1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
(2) Recognize the communicative functions of written texts, according to form and purpose.
(3) Infer context that is not explicit by using background knowledge.
(4) From described events, ideas, etc., infer links and connections between events, deduce caused and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
(5) Distinguish between literal and implied meanings.
(6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
(7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

d. Writing

Writing is a way of sharing personal meanings and writing course emphasize the power of the individual to construct his or her own view on a topic (Nuhayati :2016). Writing most likely began as a consequence of political expansion in ancient cultures and, with trade increasing, writing became a more reliable method of recording and documenting transactions accurately and permanently. It is means of communication to share information and is shaped by the existing knowledge, experiences and understanding of a language by a reader.

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. *The micro skills of writing* are:

(1) Produce graphemes and orthographic patterns of English.
(2) Produce writing as an efficient rate of speed to suit the purpose.
(3) Produce an acceptable core of words and use appropriate word order patterns.
(4) Use acceptable grammatical systems, patterns, and rules; express a particular meaning in different grammatical forms.
(5) Use cohesive devices in written discourse.

There are six macro-skills of writing are as follows:

(1) Use the rhetorical forms and conventions of written discourse.
(2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
(3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
(4) Distinguish between literal and implied meanings of writing.
(5) Correctly convey culturally specific references in the context of the written text.
(6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using pre writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

D. Curriculum 2013

In English curriculum 2013, the writer will presents notion of curriculum and 8 standards in curriculum 2013.

a. Notion of Curriculum

Under Law No. 20 Year 2003 on National Education System contained in the Ministry of Education and Culture Regulation No. 68 Year 2013 About Basic Framework and the Structure of Secondary School Curriculum / Islamic Junior High School, curriculum is a set of states that plan and setting the objectives, content, and teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals. Based on this definition, there are two dimensions of the curriculum; the first is a plan and setting the objectives, content, and material, while the second is the means used for learning activities.

b. Standards in Curriculum 2013

Based on Indonesian Government Regulation No. 32 Year 2013 the eight (8) Indonesian National Education Standards are as follows:

1) Competency Standards

Competency Standards are the criteria for qualifying graduate capabilities in attitudes, knowledge, and skills. The ability qualification of attitudes is behavior that reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible in interacting effectively with the social and natural environment in a range of socially and presence. The ability qualification of knowledge is have factual knowledge, conceptual, and procedural knowledge in science, technology, art, and culture with insight into humanity, national, state, and civilization-related phenomena and the visible events. The ability qualification of skills is have the ability to think and follow an effective

and creative in the realm of the abstract and the concrete in accordance with the studied schools and other similar sources.

2) Content Standard

Content Standards are the criteria regarding the scope of the material and the level of competence to achieve the competencies of graduates in certain levels and types of education.

The core competence in the seven grade of Junior High School is divided into four as follows:

(a) Respect and appreciate the teachings of their religion.

(b) Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), polite, confident, in interacting effectively with the social and natural environment in a range of socially and existence.

(c) Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture related phenomena and real events.

(d) Tries, processing, and presenting in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and fabricated) according to the learned in schools and other sources in the same viewpoint / theory.

The basic competence in the seven grade of Junior High School are divided into four groups according to the grouping of the following core competencies:

(a) The group 1 : group of basic competence of spiritual attitude in order to describe the core competency 1;

(b) The group 2 : group of basic competence of social attitudes in order to describe the core competency 2;

(c) The group 3: group of basic competence of knowledge in order to describes the core competency 3; and

(d) The group 4: group of basic competence of skill in order to describe the core competency 4.

3) Process Standards

Process Standard is the criteria regarding the implementation of learning in the educational unit to achieve Competency Standards. The process standards of curriculum 2013 are as follows:

(a) From learners are given out to the students to find out.

(b) From the teacher as the sole source of learning into a learning-based a variety of learning resources.

(c) Textual approach to the process as strengthening use a scientific approach.

(d) From content-based learning to the learning-based competence.

(e) From learning partial towards integrated learning.

(f) From learning that emphasizes a single answer to the truth of learning with multi-dimensional answer.

(g) From verbal learning skills applicable to the enhancement and the balance between the physical skills (hard skills) and mental skills (soft skills).

(h) Learning that promotes acculturation and empowerment of students as lifelong learners.

(i) Learning to apply the values to give exemplary (ing ngarso sung tulodo), willingness to build (ing madyo mangun karso), and develop the creativity of learners in the learning process (tut wuri handayani).

(j) Learning takes place at home, at school, and in society.

(k) Learning to apply the principle that anyone who is a teacher, who are students, and is a class anywhere.

(l) Utilization of information and communication technologies to improve efficiency and effectiveness of learning; and

(m) Recognition of differences in background individual and cultural learners.

Related to the above principle, developed a standard process includes learning process planning, learning process implementation, learning outcomes assessment, and learning processes monitoring.

In accordance with the Competency Standards, learning objectives include the development of attitudes, knowledge, and skills realm elaborated for each educational unit. The third realm competence has a different trajectory acquisition (process psychological). The attitude gained through activity "receiving, run, respect, appreciate, and practice". *Knowledge* obtained through the activity of "remembering, understanding, applying, analyzing, evaluating, and creating. Skills acquired through 5 activities. They are:

(a) Observing

It includes activities (reading, listening, scrutinizing, and watching). These are intended to develop student's attitude such as seriousness, thoroughness, and curiosity in looking for information.

(b) Questioning

This covers raising questions about the information. The students don't understand from what is observed or requests for additional information about what is observed.

(c) Gathering information or experimenting

It includes doing experiments, reading references other than textbooks, observing objects or events, or conducting interviews with resource persons.

(d) Associating or information processing

It covers processing information gathered before (information and observation).

(e) Communicating

It covers some activities (delivering observation, presenting the conclusion verbally or written form).

Competence characteristic and the difference of course achievement also affect the characteristics of the standard process. To strengthen the scientific approach (scientific), integrated thematic (inter thematic lesson), and thematic (in some subjects) need to apply learning based disclosure / research (discovery / inquiry learning). In order to encourage the learner's ability to produce work of contextual, either individually or in a group then it is highly recommended to use learning approach that results in work-based problem solving (project based learning).

4) **Teachers and Education Personnel Standards**

Teachers and Education Personnel Standards are the criteria and eligibility of the Pre-service education and mental, as well as in-service education. Ideally, the English teaching and learning process in these classroom interactions among student-student and student-lecturers can be carried out efficiently, although there may be some hindrances to face.

5) **Infrastructure Standards**

Infrastructure standards are criteria regarding study room, a gym, a place of worship, libraries, laboratories, workshops, a playground, a place to be creative and recreation as well as other learning resources, which is required to support the learning process, including the use of information and communication technology.

6) **Education Management Standards**

Management Standards are criteria on planning, implementation and supervision of educational activities at the unit level of education, district / city, provincial, or national level in order to achieve efficiency and effectiveness of education.

7) **Education Funding Standards**

Education Funding Standards is the criteria standard components and the cost of operating the educational unit that is valid for one year.

8) **Education Assessment Standards**

Education Assessment Standards are criteria regarding the mechanism, processes, and learning outcomes assessment instruments students.

E. English Curriculum 2013

The Ministry of Education and Culture of Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency-based curriculum (KBK) development that was initiated in 2004 and the schoolbased curriculum (KTSP) in 2006, which includes competency of attitude, knowledge, and skill integrated. The aim of 2013 curriculum is to create 2045 generations became intellectual generations who possess noble characters, independent, democratic, responsible (Nurhayati: 2018)

The formulation of 2013 curriculums' aim is based on the objectives of national education outlined in UU No. 20/2003 about education national system, particularly in article 3 Chapter II about the basis, function, and the objective of national education which states that: "Education functions as developing individuals' dignified skills, characters, and civilization in order to make intellectual generations and to develop learners' potentials to be healthy, intellectual, skillful, creative, independent, democratic, and responsible individuals who believe in God and who possess noble characters."[8] It suggests that the educational process and its outcomes are intended to create students to be completely useful people who have aptitudes and great characters and who are proficient to mindful of their potential, and can execute their abilities for the general public's and their own adventages.

According to Permendikbud No. 68 in the year 2013, 2013 curriculum is designed with the following characteristics:

a) Developing the balances between spiritual and social developed attitude, curiousity, creativity, cooperation with intellectual skill and psychomotor.
b) School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.
c) Developing attitude, knowledge, and skill also applying it in any situations in school and society.
d) Giving free time to develop attitudes, knowledge, and skills.
e) Competence is expressed in the form of core competence which is detailed more in subject basic competence.
f) Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.
g) Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

Therefore, 2013 curriculum was developed with philosophical foundation which provides basis for the development of learners' potential to be a qualified Indonesian human as stated on the objectives of national education.

F. English for Specific Purposes (ESP)

English for islamic Junior high school students can be categorized as English for specific purposes because what they need is English for islamic Junior high school field, not general English. This part presents the definition of ESP, need analysis and syllabus design.

a. Definition of English for Specific Purposes

English for specific purpose is a branch of English as a foreign language (EFL)/English as a Second Language (ESL). Therefore, the parts covered by ESP are narrower than General English. Typically, ESP has functioned to help

language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace (Basturkmen, 2006 :6). There is no absolute definition of ESP. Hutchinson and Waters (1987 :16) define ESP as an approach to language teaching with aims to meet students' need in the target situation in which all decisions as to content and method are based on the learner's needs. Therefore, ESP is English language teaching which is designed to meet specified needs of the learners. It means before teaching or designing material in ESP teachers should know what is needed by target learners. The process of getting information about learner's need is called needs analysis.

b. **Needs Analysis**

One thing that should become the starting point when one develops learning materials for specific purposes is the learners' needs. This is in line with the first step of developing learning materials for general purposes as well as that for English as a specific purposes (ESP) proposed by Hutchinson and Waters (1987:3) who states that ESP is a course which is designed to meet learners needs. To get information about the learners, one should conduct needs analysis. According to Richards (2006: 12) needs analysis is an activity to determine the kinds of communication learners would need to master if they were in specific occupational or educational roles and the language features of particular settings. The information can be gathered through observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings.

The result of analysis has function to determine specific characteristic of language like vocabulary choice, grammar,

text type, functions, and particular skills, when it is used for specific purposes (Richards, 2008: 12).

The reasons of conducting needs analysis before designing a course are listed by Richards (2001: 53) as follows:

1. To determine the current levels of language learners
2. To determine how many learners who need language training.
3. To identify learners' perceptions of language difficulties being faced.
4. To ascertain the types of transactions will be performed in English.
5. To determine the language characteristics of those transaction
6. To assess the extent to which learners' needs are met by currently available textbook and other sources

Hutchinson and Waters (1987 : 54) divide needs into two types : target need and learning need. Target need is seen as what the learner needs to do in the target situation. Target needs include necessities, lacks, and wants. Necessity is what the learner has to know in order to function effectively in target situation. Knowing the necessities only is not enough, we also need to know the lacks. It is necessary to know what the learners know already or learner's present knowledge so a teacher can decide which of the necessities of the learners' lacks.

The last one dealing with target needs is wants. Want is what learner asks to learn. The second type of needs is learning needs. Hutchinson and Waters (1987: 60) define learning needs as what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation.

c. **Syllabus Design**

After getting information about the learner from needs analysis process, the next step that can be conducted by a developer is creating a syllabus. It is a document which says what will or what should be learnt. One of the reasons of having syllabus is that a syllabus provides a set of criteria for material selection and/or writing (Hutchinson and Water, 1987: 84) In planning the syllabus, Basturkmen (2010: 61) suggests teachers/course developers to make decisions about what to include in terms of:

> ➢ types of units -- skills, vocabulary, genres, functions, notions and disciplinary, professional or cultural content
> ➢ items in the units -- which genres, semantic sets and functions
> ➢ sequencing – what should come first, second and so forth and decisions made according to considerations such as: immediate and less immediate need, level of difficulty with easier items before more difficult items and logical flow.

Furthermore, Hutchinson and Water (1987) add that a syllabus should be developed based on some characteristics:

1. consist of a comprehensive list of
   -content items (words, structures, topics)
   - process items (tasks, methods)
2. is ordered (easier, more essential item first)
3. has explicit objectives (usually expressed in introduction)
4. is a public document
5. may indicate time schedule
6. may indicate a preferred methodology or approach
7. may recommend materials

In creating a good syllabus, a developer should consider the characteristics of syllabus listed above therefore it can ease both the teacher to organize the class and material developer to develop the units.

G. Textbook

a) Definition of Textbook

The term coursebook and textbook are often used interchangebly in the world of English language teaching. Textbook means an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. While textbook refers to materials used in teaching English as a subject matter in a spesific educational context, according to Nunan (2003) coursebooks are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.

A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job that any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

According to Chambliss and Calfee (1998) as cited by Masnur Muslich (2010) Textbooks are considered at the heart of educational activities, as they provide students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience".[11] The textbooks have significant role as they are considered as "primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class" (Hummel, 1998), and for assessing what students do and do not learn (Freeman & Porter, 1989). A majority of teachers consider textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003). So, Textbooks do not

only influence what and how students learn, but also what and how teachers teach.

b) **The Role of Textbook in Language Class**

The role of the textbook in the language class is a difficult one to be defined perfectly and exactly. There appears to be very little research, however, on the exact role of textbooks in the language classroom. Allwright (1981) suggests that there are two key positions. The first – the deficiency view – sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that the syllabus is covered well thought out exercises. Underlying this view is the assumption that good teachers always know what material to use with a given class and have access to, or can create, them. They thus neither want, nor need, published materials. The difference view, on the other hand, sees materials as the carriers of decisions best made by someone other than the teacher because of differences in expertise.

Hutchinson and Torres (1994) as cited by Richards and Renandya (2002: 83) see the role of the textbook as a possible agent of change. This can be achieved when a number of conditions are met. First, the textbook needs to become a vehicle for teacher and learner training. In other words, beside an explicit and detailed teacher's guide, the student book should also include appropriate learning-how-to-learn suggestions. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.

c) **Criteria of Good Textbooks**

These criteria help the evaluator to make textbook evaluation instrument wich will be used to assess the aspects being evaluated. Some criteria of good textbook are:

1. It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
2. It should be relevant with curriculum.
3. It is interesting and increasing reader enthusiasm.
4. It can give motivation to the reader.
5. It can stimulate students' activity.
6. It has interesting illustration for reader.
7. The understanding should be preceded by correct communications.
8. The content of the book supports the other subject.
9. It appreciates individual diversity.
10. It tries to reinforce the value that is applied in society.
11. It has clear viewpoint

To evaluate textbooks, some criteria of good textbooks need to be understood.

H. Islamic Education

According to Al – Ghazali (2009:40) Islamic character is one that is sound and upright; in terms of its principles, fundamentals and etiquette it is based on submission and adherence to the teachings of Islam, in obedience to Allah and His Messenger.

It is the character that learns its etiquette and bases its principles on the Qur'an and Sunnah. It is the character that seeks to apply those teachings by following the example of the early generations of the ummah and of the righteous among them who achieve a great deal in that field.

Islam is very keen to describe the true Islamic character and it confirms the importance of its main features that are based on sound Islamic teaching. Islam discusses a great deal of the features of this character and its fundamentals, and its impact on the well-being of

individuals and communities, so that the accurate image of true Islam, and its impact on people's life, may be presented.(Baihaqi:2001)

The Islamic character is based on belief in Allah and His Messengers, and in His promise and warning, and on adherence to Islamic conduct in a complete way, which includes truthfulness, honesty, chastity, modesty, good attitude, kindness to neighbours, hastening to do good, helping people to do what is right, refraining from harming others, and other aspects of Islamic conduct.

The basis of the Islamic character is belief in Allah and His Messenger, and submission to and compliance with the rulings, principles and etiquette of Islam.

Throughout the centuries, the Islamic character has been subjected to evil campaigns aimed at distorting, deforming and scorning it. By means of what they have introduced of philosophies and cultural practices, the enemies of Islam have sought to crowd Islam out of people's hearts, so that Islam will no longer be the only factor in building human character, and people will no longer see the sublimity, perfection and pure belief of Islamic teachings. Thus there will be distortion, alterations and changes, by means of which the enemies of Allah seek to reach their goals – which Allah will never let them reach – of extinguishing His light and altering His words.

The Islamic character today has no choice but to adhere to that to which their predecessors before them adhered, namely affirmation of the Oneness of Allah (tawheed) and sound commitment and loyalty to the religion of Allah, as well as complete disavowal of the enemies of Allah and their beliefs and principles, whilst adhering to the sublime conduct that Islam promotes.

An individual's character is one of the most important aspects of Islam. While acts of worship hold great significance, Islam is a way of life. Everything in a Muslim's life, including manners and personality, should be in line with Islam. Thus, proper Islamic values and traits are extremely important, not to mention relevant, in the daily lives of Muslims, even though they are unfortunately neglected at times.

The Quran, the holy book of Islam, alludes to various Islamic values at different points. One of the best examples is found in the chapter called "Luqman" in the Quran:

We endowed Luqman with wisdom: 'Be thankful to God: whoever gives thanks benefits his own soul, and as for those who are thankless––God is self-sufficient, worthy of all praise.' Luqman counseled his son, 'My son, do not attribute any partners to God: attributing partners to Him is a terrible wrong.'

We have commanded people to be good to their parents ... If they strive to make you associate with Me anything about which you have no knowledge, then do not obey them. Yet keep their company in this life according to what is right, and follow the path of those who turn to Me... (31:12-15)

Luqman the Wise then counsels his son to worship the One God. Faith in God alone is the single most important value in Islam: it is the first pillar of Islam, and joining others in worship with God is the only unforgivable sin. This verse reiterates the importance of this as an Islamic value. Next, God reminds us to be respectful to parents so much so that we are commanded to be kind and considerate to them even if they try to make us associate partners with Him. Prophet Abraham is a prime example of this: he constantly remained caring and gentle towards his father even though he rejected idolatry. This exemplifies the absolute importance of always being respectful towards our parents in Islam.

In developing English material for Islamic junior high school, the Islamic character values used in accordance with the material presented in the main book. So for example in the main book of his chapter on introductions, the researcher will present a good introduction procedure in accordance with the teachings of Islam.