

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses some theories that related with the topic. It includes the discussion of theories on how to analyze English Student book. It also discusses the theories of teaching English using students book, the advantage and limitation of textbook.

#### **A. Students Book**

A students book is a kind of instructional materials, is one of the many kinds if instructional materials used in learning.

The students book is a tool in teaching and learning process, it is designed by consider the surrounding condition of students. They are “designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students” (Mares, 2003) and foster effective and quick learning of the language. Cunningsworth (in Wong 1995:6). The students book created based on the needed of educational institution. Than for this time the student’s book is not only published in printed format but also in electronic book (E-book). Those E-books are easy finding ore accessing in internet.

Students books usually are lent to students by a school to accompany a course in learning process. A students book is a collection of the knowledge, concepts, and principles of a selected topic or course.

## **B. The Role of Students Book in Language Teaching and Learning**

The students book usually comes with other materials such as a workbooks, a teacher's book or even additional multimodal texts for reference as a textbook package. Masuhara & Tomlinson 2008 (in wong, 2009:5). They are "designed to give cohesion to the language teaching and learning process by providing direction, support and specific language-based activities aimed at offering classroom practice for students" (Mares, 2003) and foster effective and quick learning of the language. Cunningsworth 1995 (in wong (2009:6).

Students book is a key component in most language program. Sometimes they serve the basic language input learners receive and language practices, which taught in the school. In the other hand, the students book makes the supplement that includes the basic skill and the kind of language practice. In the other situation, they make the important instruction for the teacher. For the students, students book serve the main source of contact they have from the teaching process with the teacher.

Textbook also has important role in teaching and learning process because the function is to help both teacher and learner in study.

Halliwell (1992:113) describe that the coursebook help the teacher by providing:

- a. Clearly thought out program which is appropriately sequenced and structured to include progressive revision.
- b. A wider range of material than an individual teacher may be able to collect.

- c. Security.
- d. Economy of preparation time.
- e. A source of practical teaching ideas.
- f. Work that the learners can do on their own so that the teacher does not have to be center stage all the time.
- g. A basis for homework if that is required.
- h. A basis for discussion and comparison with other teacher.

The coursebook helps the learners by providing a teacher who is more secure because of all the above. It also offers the learners:

- a. A sense of purpose, progression and progress.
- b. A sense of security.
- c. Scope for independent and autonomous learning.
- d. A reference for checking and revising

In the conclusion, learning how to use and adapt the student book is important for the teacher's in teaching and learning process.

### **C. Advantages and Disadvantages of Students Book**

The use of students book in teaching has both advantages and disadvantages, depending on how they are using and the contexts for their use (Richard: 2013). Among the principal advantages are:

Firstly, They provide a readily available source of ELT materials for teachers to focus on doing the real work of teaching, and not having their energy

dispersed by preparation of teaching materials (Edge & Wharton 1998). So the teachers can teach well without wasting their time and energy not only in preparing the material but also in teaching process in the class. Secondly, The textbook can serve as a reference point for teacher managing their teaching progress, and help to provide a focus for teaching (Tomlinson 2008). The teacher can teach well and accurate the material input to the learners. Thirdly, Textbooks are particularly useful in providing support and security for new inexperienced teachers or teachers, who have relatively low confidence to deliver ELT lessons in a communicative way (Edge & Wharton 1998, Mares 2003, Tomlinson 2008, Ur 1996).

However, there are also potential negative effects or disadvantages of the use of students book. Firstly, textbooks can provide a basic framework on how a lesson can be delivered. In reality, many teachers would, therefore, develop reliance on the textbook and become uncreative in teaching (Tomlinson 2008, Ur 1996) and uncritical of content and values portrayed by the textbook (McGrath 2002). Secondly, Although textbooks can have the function as a framework for the learning and teaching process for both students and teachers (O'Neil 1982), no one textbook can effectively address individual learning styles, differences of learners, and the requirements of every classroom setting (Tomlinson 2003, Ur 1996). It is clear that the teacher must spend their time to prepare their lesson before entering to the class. Third, Tomlinson (2010) points out that a big potential disadvantage of using textbooks is that only a minority of textbook

writers have actually applied language acquisition principles when writing the materials (Reynolds 1974, Tomlinson 2010).

#### **D. Evaluating Students Book**

Tomlinson 1998 (in wong 2003). Evaluation is a procedure or a systematic appraisal measuring the potential value (s) of materials on learners in relation to their objectives. Scriven defines evaluation as a methodological activity that consist simply in gathering and combining of performance data with a weighted set of a criteria scales to yield either comparative or numerical rating (propham, 1974:99)

##### **1. Need of Students Book Evaluation**

Before using the student book, it is important for the teacher or an institution selects the book which has good quality and appropriate for the students need in the classroom. In that sense, the quality of a good student book might be so important that it can determine the success or failure of an ELT learning process. In the other side, the teacher must develop their creativity in using materials teaching.

The students book or materials which used in EFL/ESL class are created by four elements, that are publishing companies, government agencies, curriculum development teams at the school levels and classroom teacher. Gebhard (1996:89). But, not all of the teacher have enough time or capability in developing textbook materials, it is still important for them to be able to

evaluate textbook being used. Sukriawati (in Setiowati, 2010:23).

Pusat perbukuan on Muslich (2010: 50) concludes that textbook is a book for a grapple of students in one particular grade as a media in learning process (instructional), which related particular study's area. From this definition known that, it is a book as a standard written by some expert in their area.

Cunningsworth (1995:14) states that the intention of evaluating activities is to adopt new coursebook. Evaluation as an activity to measure certain book with some instrument, to find the weakness of the book and be strengthened.

## **2. Approach to Students Book Evaluation**

### **a. Content analysis**

The research which conduct to documented information in the recording, in the form of image, sound, or another form of recording is known as document analysis research or content analysis (Arikunto, 2010:244).

Content analysis is important activities in social science; it can be as a research technique for objective and systematic analysis in describing textbook. Based on Holstri (1968:601) Contents analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics of messages.

Barelson (2002:74) States that content analysis is a research tool that focused on the actual content and internal features of media. It means that content analysis is a method to evaluate the content of English textbook based on EFL textbook evaluation criteria.

Based on Alkahadi (2010:284) the other reason for evaluation is to identify the points of strengths and weaknesses is another reason for evaluation. A textbook evaluation is an activity to measure certain book using instrument-containing criteria so the weaknesses of the book can be strengthened.

In conclusion content analysis can be defined as a summarizing, qualitative analysis of messages that relies on the scientific method and it is not limited as the types of variables that may be measured which the messages are created or presented.

#### **b. Evaluation Method**

Evaluation is the systematic assessment of the worth or merit of some objects. There are some points that can be evaluated: pre-use, whilst-in-use and after-use, Tomlinson (2003:23) explain that Pre-use evaluations can facilitate the textbook selection process by gaining an impression as to the potential educational value of the textbook. It is especially a quick and useful way for textbook selection done by experienced teachers (Cunningsworth 1995). Whilst-in-use evaluations can help to examine the suitability of the textbook while using them or by observing how it is actually, being used (Mukundan 2007, Tomlinson 2003:24). Lastly, post-use evaluations can help to assess comprehensively the short and long-term implications of continued use of the textbook (McGrath 2002, Tomlinson 2003). All of these types of evaluation help teachers make the effectiveness teaching including the materials they used. From the definition and

the types of textbook evaluation, the researcher wanted to evaluate English students book based on EFL textbook evaluation criteria. This study belong to in-use evaluation because the book is in-use.

### **E. Criteria on EFL Good Book**

Actually there are some criteria of evaluation that can be used to evaluate students book. This study is conducted using only one kind of criteria of EFL book evaluation which proposed by Ali Jahangard, because the students book that analyze in this study is an instructional material to teach English lesson as a foreign language.

There are some point criteria from Ali Jahangard theories and the explanation of each point.

- a. Are objectives explicitly laid out in an introduction, and implemented in the material?

There is an introduction that attempt to clarify the intended teaching objectives. A good textbook needs to state the goal, which the teacher and the learner should achieve. The ultimate goal of curriculum is clarified. The authors of the book clearly specify the final object of the curriculum in vivid words so that the stakeholders know what they are expected to have learnt at the end of the program (long-term objective). Likewise, the short-term objective remains specified in introduction. So, the teacher know what the learner should be able to do to demonstrate that they have achieved the intended objectives at the end of each course e.g. at the end of



each year in the educational program.

b. Good vocabulary explanation and practice.

A textbook should concern with the correspondence with the different senses of the word introduced in the new word section and the senses, which are used in the reading comprehension. It needed to show the fact obviously that a word might have several different senses.

c. Approaches educationally and socially acceptable to target community.

A good textbook should include certain aspect: structure, function, situation, topic, skill, which are reasonable, good enough so that can be logically acceptable in relating a certain community

d. Periodic review and test sections.

At the beginning and the end, review exercise are attached sometimes. However, they are not enough. It seems better to include test and review test at the end of each one of the lesson. It is worth mentioning that the test should be comparable and compatible with the format and testing method, which will be employed in the mid-term and final exam.

e. Appropriate visual materials available.

Visual material can be defined as the facilities that can be employed by teacher and learners to enhance language learning in classrooms. They may range from simple hand-made realia, charts and picture to electronic and digital materials. Providing appropriate visual materials means giving information clearly furnished with illustration that facilitate student in

understanding each material. Whether it is in reading comprehension or grammar section.

f. Interesting topics and tasks.

The topic of reading varies from factual or anecdotal ones and sometime is funny stories. It is difficult to judge on behalf of the learners whether those are interesting for them or not. It seems that it would be better if the topic were updated to become more congruent with the taste of the new generation, which might be a bit different from that of the author who designed the books at least ten years ago. Task that is very traditional will make student more easily saturated. A good textbook should carry out that problem well.

g. Clear instructions.

Most of the instruction is clear and easy to understand for the learners in the books in the series. Even if the learners might not be familiar with the structures and the lexis used in the instructions, the models given for each group of exercises provide contextual clues for the learners as to what they are expected to do. The bias instruction will create bias answer in learning process.

h. Clear attractive layout, print easy to read.

The textbook are acceptable regarding the clarity and orthographic beauty. However, it would be more appealing if colorful picture of real people and real environment were used. Both teacher and student will be more interesting comparing the textbook which are not.

- i. Content clearly organized and graded.

Sentence will be too complex for learners to understand. It may happen because they did not know the meaning of new words included in. planning the content carefully and consisting in series for each material to be slightly more difficult can help student achieve each competencies without feeling tired and stressed.

- j. Plenty of authentic language.

Authenticity, if they are genuine instances of language for language teaching purposes. It means that the content of textbooks add the example based in fact. The contextual illustration can help the learners easily create an imagination on their mind

- k. Good grammar presentation and practice.

Grammar drills occupy the lion's share of each lesson and range for repetition, substitution to transformational ones. They are aimed at providing the learners with oral practice of the intended grammatical points.

- i. Fluency practice in all four skills.

Fluency means a smooth way of moving. Practice means the actual performance of an activity. In sum, the criteria above indicates that there are no separation between activities in the other activities. The four skills tested in nature so that student do not gain experience while studying the four skills.

- j. Encourage learners to develop own learning strategies and to become

independent in their learning.

A scientist stated that a good reader usually browses the whole text before starting to read and pay attention the organization and structure of the text as well as other parts, which are relevant and compatible to the goals of reading.

The explanation above simply is an illustration that successful learners are person who are able to develop his knowledge after competed the learning by using the textbook.

#### **F. Previous Study**

The reason the resercher chooses this criteria, because it has been summarized from some different source and tryed to evaluate textbook. In the other study a researcher as use the criteria, That is Nuryatiningsih Pusporini (2009) in “A Content Analysis ‘on English e-Book for Junior High School Grade VII, English in Focus” and Muhammad Zidni Ilman (2014) in “ The Content Analysis of the First Grade of Junior High School Textbook “Bright” Published by Erlangga Pulishing”.

This research has some similiarities with the previous study, that is the same in the book for EFL, for Junior high school although the difference in the grade. Then the differences with the reseach previous is in the form of the book, pusporini has analyzed the EFL book in electronic form, the others diference is the published. The research before is the book that published by public publisher but in this research the researcher choose the book that published by MGMP

Tulungagung.

In this reseach the researcher did not include two criteria which not applicable for this study. That is (Approach educationally and acceptable to community), this criteria needs further studies about grammar, than (Interesting topic and task) this criteria needs students opinion about the topic. While this students book is not yet widely used.