

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature used in this study. The reviews of related literature have a goal of providing previous studies and information concerned with the research problems. It consists of: Curriculum, English Textbook, and Previous Study

A. Curriculum

The conceptual idea of reading discuss about definition of curriculum, and 2013 curriculum

1. Definition of Curriculum

Curriculum is the most essential of teaching learning process. A teacher should teach his/her students according to the current curriculum because it has been designed on the basis of students' needs. Feez (2002:9) stated that curriculum is a general statement of goals and outcomes, learning arrangement, evaluation, and documentation relating to the management of program within an education institution. Nana (1999:5) states that curriculum is a plan that gives guidance in the teaching learning process activities.

Allan and Francis specified five basic definition of curriculum which also defined by other experts in curriculum studies;

- a. Curriculum can be defined as a plan for achieving goals. The plan involves a sequence of steps as Wiles and Bondi proposed. Curriculum is a four step plan involving purpose, design, implementation and assessment.
- b. Curriculum can be defined broadly, as dealing with learner's experiences. Dewey proposed that almost anything happened in or outside of school is part of the curriculum. It can be interpreted that curriculum consists of the ongoing experiences of children under the guidance of the school.
- c. Curriculum is a system for dealing with people
- d. Curriculum can be defined as a field of study with its own foundations, knowledge domains, research, theory, principles, and specialist. Those who adopt this definition tend to discuss curriculum in theoretical aspect instead of practical terms.
- e. Curriculum can be defined in terms of subject matter or content. This definition emphasizes the fact and concepts of particular subject areas.

From the definition above, the writer concludes that curriculum is a plan that is developed to make teaching-learning activities progress well. It is kind of guidance in the teaching-

learning process. The reformation of curriculum is sometimes done in order to improve or to develop the quality of education. The curriculum also contains science, knowledge, and experience worth giving to the students to obtain the educational objectives.

2. 2013 Curriculum

There have been frequent changes of curriculum for the past 10 years in Indonesia. There was KBK (Competence Based Curriculum) which syllabus is made by school and teacher. Compiled based on the characteristics of the school in the aspect of school, teacher, and student competence. KTSP (School Based Level Curriculum) which is developed from KBK itself with an addition in completing the SK, competence standard, and KD, Basic competence, and the recent one Curriculum 2013 which was released on July 2013.

There are several development and improvement in curriculum 2013 compared to the previous one in KTSP. For the junior high school level, the curriculum structures have been simplified due to the reducing of subject and learning material.

Learning hours is increased to 38 hours per week with 40 minutes span for each session. The purpose of increasing learning hours and reducing based competence so that the teacher can develop more on the lesson and the student can be

more involved in active learning.

Not only are there changes in curriculum 2013, but also an addition was made. Core of competence was introduced in the new curriculum. It functions as organising element for basic competence. Core of competence is arranged in four interconnected groups; religious attitude, social attitude, knowledge and knowledge application.

The cores of competence listed for English subject for Junior High School are;

(1) Appreciate and understand the teachings of their religion: (2) Appreciating and understanding honesty, discipline, responsibility, social awareness (tolerance, mutual cooperation), courteous, and self confidence in interacting effectively with social environment within reach of their existence: (3) Understanding knowledge (factual, conceptual and procedural) based on their curiosity in knowledge, technology, art, culture related to phenomena and real: (4) Attempting, cultivating, and delivering in realm of concrete (use, parse, string up, modify and make) and abstract (writing, reading, calculating, drawing and composing) corresponding to what has been learned in school and other sources with similar view/theory.

Generally in curriculum 2013, the students are expected to develop their potential to be a person of faith, courteous, creative, healthy, independent, tolerant, socially aware, and democratic.

B. English Textbook

The conceptual idea of reading discusses about definition of textbook, the function of textbook, how to analyze textbook and rubric assessment of textbook.

1. The Definition of Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. It is one of the most important media in learning and teaching process as it serves as a source and guideline to both students and teacher. For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. This explains why at all levels of language learning textbook is still taken as important resource among students.

Textbook is a book giving instruction in a subject, used especially in schools, etc. Thomson (2000:175) argues that “the textbook is a stimulus or instrument for teaching and learning”. In another definition, textbooks are inseparable parts of education nowadays. They also become integral part of teaching learning process comprising the output aspect of an instructional system (Banathy, 1986: 30). As they are a part of

an instructional system, textbooks have played significant roles in the educational system. Further, some experts believe that textbooks have continued to take part in a wider education context both in the classroom and outside the classroom (Byrd in Celcemurcia, 2001, Graves in Nunan, 2003, Littlejohn, 2012).

English language teaching (ELT) textbooks play a very important role in language classrooms. Immanuel (2012:5) states that textbooks are key component in most language program. In some situations, they serve as the basis for many language inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

On the other hand, Mudzakir (2015) concludes that a textbook can be considered as schoolbook, course book, workbook or subject book used in school or educational institution complemented with materials for exercise as the students reference book. It can be inferred that textbook is a published printed material that serve as a source and guideline for teachers and students which contain exercises and reference in the form of schoolbook, course book workbook or subject book.

2. The Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapters. Each chapter will discuss different types and level of language skill. This will help both student and teacher focus on materials they will teach or learn. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

The choice of language teaching materials can determine the quality of learning-teaching procedure. (Makundan: 2011) states that as part of the material used in the language classroom, the textbook can often play a crucial role in students' success of failure. So, it needs more attention for developing material in the textbook. Parel and Jain mention the criteria of good textbook such as:

- a) The book should be according the individual difference of students.
- b) The book should be according the objectives of teaching English.
- c) The subject matter should be well graded.

- d) Exercise work and practical work should be given at the end of the chapter.
- e) It must develop moral qualities in the students.
- f) There should be not very costly
- g) The paper be qualitative
- h) The cover should be attractive and qualitative.

As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT;

- a. A resource for presentation material (spoken and written).
- b. A source of activities for learner practice and communicative interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities.
- e. A syllabus (where it reflects learning objectives which have already been determined).
- f. A resource for self-directed or self-access work.
- g. A support for less experienced teachers who have yet to gain in confidence

Textbook can also be considered as teacher's partner.

The partnership between teacher and a textbook is at its best when it shares common goals and each side brings its special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners.

Thus, the adaptation of good EFL textbook criteria taken from Sheldon (1988), Harmer (2007), and BSNP (2006) bring about the formulation of criteria of good EFL textbooks that consider several factors, namely: (1) the availability of materials based on Standard of Content 2006, (2) methodology, (3) language skills, (4) topics, (5) design and layout, (6) organization, (7) language appropriateness, (8) cultural aspect.

Based on the definitions above, it is important for teachers to use a textbook when they teach a particular subject in order to help them when they conduct teaching and learning activities as well as to reach educational purposes.

3. How to Analyze Textbook

Because the textbook analyzed by the writer is made for Indonesian student, thus the writer will use the guidelines and instrument from *BSNP* and *Pusbuk* to analyze the content of "BRIGHT" textbook. There are three components that can be evaluated in a textbook assessment;

- a. Feasibility of content
 - 1. The compatibility of materials with core of competence and base competence
 - 2. The accuracy of the materials
 - 3. The learning supporting materials

- b. Feasibility of presentation
 - 1. The technique of presentation
 - 2. Learning presentation
 - 3. Supporting technique of presentation

- c. Feasibility of language
 - 1. The appropriateness with learners' development level
 - 2. Communicative
 - 3. Coherency and unity of concept

4. Rubric Assessment of Textbook

The huge numbers of textbook available in the market make it crucial for both teacher and learner to choose the right textbook based on their need. For that, education national standard board, *BSNP* have released assessment instrument form to help teachers choosing the right textbook. In this case the textbook that match the standard of core of competence, *KI*

and base competence, *KD Junior High School English grade VII*.

The textbooks developed for grade VII are expected to have these criteria;

- a) Developing the ability to use English language in spoken and written form for the purpose of expanding student's intellectual, social and emotional aspects.
- b) Using proper English that correspond with language methods and communication context. Language knowledge as complement to master communication skills.
- c) Developing the ability to communicate in English through lesson based on students daily basic natural environment.
- d) Directing to developing life skills; personal, social, academic, and vocational.
- e) Developing cross cultural understanding to build friendship within local, national and international level by expanding vision about cultural differences to minimise misunderstanding, develop sense of appreciation, and increasing inter-human relation quality.

- f) Oriented to knowledge development and technology.

C. Previous Studies

Analysis of English Textbook is a famous topic that has been studied since years ago. Although it has been studied for many times in different objects, still it is interested to be done. In order to avoid the study from similar corpus 16 and explanation, therefore the previous studies are needed to be reviewed. Here are some previous studies related to analysis of English Textbook.

First, a graduating paper for the degree strata-1 conducted by Ahmad Zidni Ilman entitled *The Content Analysis of the First Grade of Junior High School Textbook "Bright" Published by Erlangga Publishing*. This research is published by State Islamic Institute Tulungagung in 2014. As stated by the Curriculum 2013, this textbook was relevant to the curriculum because it provided the contents that required by curriculum.

Second, a study entitled *A Content Analysis of English Textbook "When English Rings a Bell" used in First Grade Junior High School based on Curriculum 2013* by Mansyurah Sadiqah. It was published by Syarif Hidayatullah State Islamic University in 2016. In here, she explained the good textbook with the contents. And some explanation from another experts about the good textbook for Junior High School based on Curriculum 2013.

Shortly, those previous studies are different from this research. The first difference is in the object of the study. This research uses the content analysis of English textbook for the first grade of Junior High School. Whether the basic theory used is the same, but it also has a different focus.