## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter presents the review of some theories about textbook, the role of textbook, textbook evaluation, criteria of textbook evaluation and 2013 curriculum.

### A. Textbook

Textbook is the most common information source used in our classroom since Elementary school until High school and also in University. It is one of the factors that influence teaching and learning process successfully.

According to Graves (2000: 175), textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.

Richards (2001: 251) reveals that instructional materials are as key component in most language programs. Whether the teacher uses a textbook, institutionally prepared material, or his or her own materials, instructional materials generally serve as the basis for much of the language input that learners receive and the language practice that occurs in the classroom.

Moreover, in Hutchinson and Waters (1986: 107-108) there are some points which can answer what material is. They stated that: a) materials provide a stimulus to learning, b) materials help to organize the teaching-learning process,

by providing a path through the complex mass of the language to be learnt, c) materials embody a view of the nature of language and learning, d) materials reflect the nature of the learning task, e) material can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques, f) materials provide models of correct and appropriate language use.

From the definition and explanation above, it means that in teaching and learning process the materials is needed. In addition, it has to covers four skills (listening, speaking, reading, and writing) and three components (vocabulary, pronunciation, and grammar) in order to give opportunities to the students in exploring their knowledge and practicing their language competence.

Based on Richards (2001: 251) there are three types of material:

a. Printed materials such as textbooks, workbooks, or worksheets.

b. Non-print materials such as cassette or audio materials, videos, or computer-based materials

c. Materials that comprise both of print and non-print sources such as self-access materials and materials on the internet. In addition, materials not designed for instructional use such as magazines, newspaper, and TV materials.

Tomlinson in Richards (2001: 263) emphasizes that there are fourteen characteristics of good materials. Those are; first, materials should achieve impact; second, materials should help learners feel at ease; third, materials should help learners to develop confidence; fourth, what is being taught should be perceived by learners as relevant and useful; fifth, materials should require and facilitate learner self-investment; sixth, learners must be ready to acquire the

points being taught; seventh, materials should expose the learners to language in authentic use; eighth, the learners' attention should be drawn to linguistic features of the input - Materials should provide the learners with opportunities to use the target language to achieve communicative purposes; ninth, materials should take into account that the positive effects of instruction are usually delayed; tenth, materials should take into account that learners have different learning styles; eleventh, materials should take into account that learners differ in affective attitudes. Materials should permit a silent period at the beginning of instruction; twelfth, materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities; thirteenth, materials should not rely too much on controlled practice; fourteenth, materials should provide opportunities for outcome feedback.

In Richards (2001:254), textbooks are used in different ways in language programs. For example, reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. Moreover, the use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use.

Graves (2000: 175) also explain that the use of textbook in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. What one teacher considers an advantage in a textbook, another teacher may consider disadvantage.

## B. The Role of Textbook

A textbook has an important role in teaching and learning process in all types of educational institutions – public schools, colleges, and language. As stated by Halliwell (1992:113), a textbook helps a teacher by providing a clearly thought out program which is appropriately sequenced and structured to include progressive revision, a wider range of material that an individual teacher may be able to collect, security, economy of preparation time, a source of practical teaching ideas, a work that learners can do on their own so that the teacher does not has to be the centre stage all the time, a basis of homework if that is required, a basis for discussion and comparison with other teachers. By all of those points the teacher more secure and a textbook will help the learners.

Not only gives advantages for teachers, a textbook gives advantages for the learners also. Based on Halliwell (1992:14), it also offers the learners' sense of purpose, progression and progress; a sense of security; scope for independent and autonomous learning; a reference for checking and revising.

Cunningsworth (1995: 7) summarizes the roles of textbook in ELT. A textbook in ELT has functions as a resource for presentation material (spoken and written), a source of activities for learner practice and communicative interaction, and a reference source for learners on grammar, vocabulary, pronunciation, and etc. In addition, it also has functions as a source of stimulation and ideas for classroom language activities, a syllabus (where it reflects learning objectives that have already been determined), and a support for less experienced teachers who have yet to gain in confidence.

Hutchinson and Torres as cited in Richards and Renandya (2002: 83) see that the textbook as a possible *agent for change.* This can be achieved if a number of conditions are met. First the textbook needs to become a vehicle for teacher and learner training. In other words, as well as explicit and detailed teacher's guide, the student 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 for change if it provides the teacher with a clear picture of what the change will look like, and clear practical guidance on how to implement it in the classroom. Finally, if adopted by a school, a textbook can result in collegial support and shared responsibility for, and commitment to the change.

## C.  Evaluation of Textbook

Textbook which will be published is selected and evaluated beforehand by the publisher or an expert. According to Gebhard (1996: 89) textbook or materials used in EFL/ESL classroom are created by four groups of people. These include publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers.

Hutchinson & Waters (1991: 96) stated that the evaluation is needed to judge the fitness of something for a particular purpose. It can give in the light of resource available, which out of a number of possibilities can represent the best

solution. There are no absolutely good or bad but only degrees of fitness for the required purpose.

In addition, evaluation basically matching process: matching needs to available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately. In the final analysis, any choice will be made on subjective grounds. (Hutchinson & Waters, 1991: 97).

Furthermore, Cunningsworth (1995:14) states that the intention of evaluation activities is to adopt new course book. Another reason for evaluation is to identify particular strengths and weaknesses in course books already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.

Based on the explanation above the conclusion is a textbook evaluation is important activity which is to measure and to identify particular strengths and weaknesses in a certain book based on criteria. From the evaluation, the weaknesses of the book can be strengthened and will give positive contribution to teaching-learning process.

## D. Criteria of Textbook Evaluation

In evaluating textbook there are many experts who provided textbook evaluation criteria. As stated by Semitha (2013) that some criteria for textbook evaluation has their own strength and weaknesses.

Ali Jahangard (2007) states that preeminent theorists in the field of ELT textbook design and analysis such as Williams (1983), Sheldon (1988), Brown

(1995), Cunningsworth (1995) and Harmer (1996) all agree, for instance, that evaluation checklists should have some criteria pertaining to the physical characteristics of textbooks such as layout, organizational, and logistical characteristics. Other important criteria that should be incorporated are those that assess a textbook's methodology, aims, and approaches and the degree to which a set of materials is not only teachable but also fits the needs of the individual teacher's approach as well as the organization's overall curriculum.

There are some experts that provided some criteria for good textbook in the form of textbook evaluation checklist; two of them is Ali Jahangard (2007) and Alan Cunningsworth (1995):

## 1. Criteria from Ali Jahangard

He has evaluated the checklist criteria from ten experts, Chastain (1971), Tucker (1975), Cowles (1976), Daoud and Celce-Murcia (1976), Candlin and Breen (1979), River (1981), Williams (1983), Sheldon (1988), Skierso (1991), and Ur (1996). He developed the criteria of textbook evaluation by comparing standard from 10 different sources then compiling those criteria into thirteen Criteria to evaluate the textbook:

a) Objectives are explicitly laid out in an introduction, and implemented in the material.

> "There is an introduction that attempts to clarify the intended teaching objectives. A good textbook needs to state the goals which the teachers and the learners should achieve. The ultimate goals of the curriculum are

clarified. The authors of the book clearly specify the final objectives of the curriculum in vivid words so that the stake holders know what they are expected to have learnt at the end of the program (long term objectives). Likewise, the short term objectives remain specified in the introduction. So the teachers know what the learners 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) Having good vocabulary, explanation, and practice.

"A textbook should concern with the correspondence between the different senses of the word introduced in the new words sections and the senses which are used in the reading comprehensions. It is needed to show the fact obviously that a word might have several different senses."

c) Approaches are educationally and socially acceptable to target community.

"A good textbook should include all five aspects: structure, function, situation, topic, skills which are reasonable, good enough so that can be logically acceptable in relating a certain community."

d) Having periodic review and test sections.

"At the beginning and the end, review exercises are attached sometimes. However they are not enough. It seems better to include tests and review tests at the end of each one of the lessons. It is worth mentioning that the

tests should be comparable and compatible with the format and the testing

methods which will be employed in the mid- term and final exams."

e) Clear attractive layout, print easy to read.

"The textbooks are acceptable regarding the clarity and orthographic

beauty. However, it would be more appealing if colorful pictures of real

people and real environment were used. Both teachers and students will be

more interesting comparing the textbooks which are not."

f) Appropriate visual materials available.

"Visual materials can be defined as the facilities that can be employed by

teachers and learners to enhance language learning in classrooms. They

may range from simple hand-made realia, charts and pictures to electronic

and digital materials. Providing appropriate visual materials means giving

information clearly furnished with illustrations that facilitate students in

understanding each material. Whether it's in reading comprehension or

grammar section."

g) Having interesting topics and tasks.

"The topics of readings vary from factual to anecdotal ones and sometimes

are 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

topics are updated to become more congruent with the taste of the new generation which might be a bit different from that of the authors who designed the books at least ten years ago. Tasks that are very traditional would make students more easily saturated. A good textbook should carries out that problem well."

h) Clear instructions.

"Most of the instructions are 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 instructions will create bias answers and learning process"

i) Content clearly organized and graded.

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

j) Plenty of authentic language.

"Authenticity is defined as follows by Johnson and Johnson (1999): Texts are said to be authentic if they are genuine instances of language use as opposed to exemplars devised specially for language teaching purposes. It means that the content of a textbook add the example based in fact. The contextual illustrations 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 from repetition, substitution to transformational ones. They are aimed at providing the learners with oral practice of the intended grammatical points."

l) Fluency practiced in all four skills.

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

m) Encourage learners to develop own learning strategies and to become independent in their learning.

"A scientist states that: good reader usually browses the whole text before starting to read and pays attention to the organization and structure of the text as well as other parts which are relevant and compatible to the goals of the reading. The explanation above simply is an illustration that successful learners are persons who are able to develop his knowledge after completed the learning process by using a textbook."

## 2. Criteria from Alan Cunningsworth

Cunningsworth (1995: 3-4) provided eight major criteria in evaluating textbooks and forty-five detail criteria in the quick reference checklist of textbook evaluation. They are:

| Aims and approaches | 1) Do the aims of the course book correspond closely with the aims of the teaching program and with the needs of the learners? |
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| | 2) Is the course book suited to the learning/teaching situation? |
| | 3) How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers? |
| | 4) Is the course book flexible? Does it allow different teaching and learning styles? |

| Design and organization | 1) What components make up the total course package (e.g., students' books, teachers' books, workbooks, cassettes, etc)? |
| --- | --- |
| | 2) How is the content organized (e.g., according to structures, functions, topics, skills, etc.)? |
| | 3) How is the content sequenced (e.g., based on the basis of complexity, learn ability, usefulness, etc.)? |
| | 4) Is the grading and progression are suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements? |
| | 5) Is there adequate recycling and revision? |
| | 6) Are there reference sections for grammar etc.? Is some of the material suitable for individual study? |
| | 7) Is it easy to find your way around the course book? is the layout clear? |
| Language content | 1) Does the course book cover the grammar items appropriate to the each level and taking learners' need into account? |
| | 2) Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, |

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| | emphasis placed on vocabulary development and strategies for individual learning? |
| | 3) Does the course book include material for pronunciation work? If so, what is covered: (individual sounds, word, sentence stress, intonation? |
| | 4) Does the course book deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels). |
| | 5) Are style and appropriacy dealt with? If so, is language style matched to social situation? |
| Skills | 1) Are four skills adequately covered, bearing in mind the lesson objectives and syllabus requirements? |
| | 2) Is there material for integrated skills work? |
| | 3) Are reading passages and associated activities are suitable for the students' levels, interests, etc? Is there sufficient reading material? |
| | 4) Is the listening material well recorded, as |

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| | authentic as possible, and accompanied by background information, questions, also activities which help comprehension? <br><br> 5) Is material for spoken English (e.g.: dialogues, role-plays, etc.) well designed to equip learners for real-life interactions? <br><br> 6) Are writing activities are suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg. paragraphing) and use of appropriate styles? |
| Topic | 1) Is there sufficient material of genuine interest to learners? <br><br> 2) Is there enough variety and range of topic? <br><br> 3) Will the topic help expand students' awareness and enrich their experiences? <br><br> 4) Are the topics sophisticated enough in content, yet within the learners' language level? <br><br> 5) Will the students be able to relate to the social and cultural contexts presented in the course book? <br><br> 6) Are women portrayed and represent equally with men? |

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| | 7) Are the other groups represented, with reference to ethnic origin, occupation, disability, etc? |
| Methodology | 1) What approaches to language learning are taken by the course book? Is it appropriate to the learning/teaching situation? |
| | 2) What level of active learner involvement can be expected and whether this matches the students' learning styles and expectations? |
| | 3) What techniques are used for presenting new language items and whether they are suitable for the learners? |
| | 4) How are the different skills are taught? |
| | 5) How are communicative abilities developed? |
| | 6) Does the material include any advice/ help to students on study skills and leaning strategies? |
| | 7) Are the students expected to take degree of responsibility for their own learning (e.g., by setting their own individual learning target)? |
| Teacher's book | 1) Is there adequate guidance for the teachers who will be using the course book and its supporting materials? |
| | 2) Are the teachers' books comprehensive and |

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| | supportive? |
| | 3) Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information? |
| | 4) Do the writers set out and justify the basic premises and principles underlying the material? |
| | 5) Are keys to exercises given? |
| Practical consideration | 1) What the whole package costs and whether this represents good value for money? |
| | 2) Are the books strong and long lasting? Are they attractive in appearance? |
| | 3) Are they easy to obtain? Can further supplies be obtained at short notice? |
| | 4) Do any parts of the package require particular equipment, such as a language laboratory, listening centre, or video player? If so, do you have the equipment available for use and it is reliable? |

From criteria proposed by some experts above, the researcher choose All of the criteria from Ali Jahangard (2007) and some criteria from Alan

Cunningsworth (1995) in order to strengthen the EFL textbook evaluation criteria from Jahangard (2007). The researcher chooses criteria from Jahangard (2007) because these criteria are selected from textbook evaluation criteria proposed by ten authors. In addition, to strengthen those criteria the researchers choose textbook evaluation criteria from Cunningsworth (1995) because it provided detail points.

## E. 2013 Curriculum and The Revision in 2017

According to Sahiruddin (2013) there are some previous curricula, which had been launched by Education National Standardization Board *(Badan Standar Nasional Pendidikan/BSNP)* and implemented in Indonesian's ELT. Some of them are Competency-based Curriculum (*Kurikulum Berbasis Kompetensi/KBK*), School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and 2013 Curriculum (*Kurikulum 2013*). Today, the applicable curriculum is *2013 Curriculum*. This curriculum is prepared to make generation ready in the future. The aims is to encourage students be able to make observations, asking questions, reasoning, and communicating (present) what they learn or they know after receiving materials.

This curriculum concern on three competences, that are religion, social, and knowledge. It is in-line with the core competence (KI) and basic competence (KD) of 2013 Curriculum. Based on Dwiyogo (2014: 15-16), there are two factors which establish the application of Curriculum 2013. First, there is the appropriateness of the educators' and teachers' competence *(Pendidik dan Tenaga*

*Kependidikan)* with the curriculum and textbook. Second, the supporting factor which consist of three component; (i) availability of the textbook as teaching material and learning source which can integrate the standard of establishing the curriculum; (ii) reinforcement from the government in developing and supervising; and (iii) reinforcement of management and culture of the school.

Moreover Sahiruddin (2013) states the government change the curriculum from KTSP to 2013 Curriculum because of problems from KTSP. The government has decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. Furthermore, the government has succeeded in producing curriculum documents that served as frameworks and syllabuses in all subject from primary level to senior high level. After being launched for public review, this curriculum has been implemented in many schools in Indonesia. In context of ELT in the 2013 curriculum, the time allotted for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

In Dwiyogo (2014: 25) there is a result from the interview with Ministry of Education and Culture. One of them is the purpose of 2013 curriculum that is to increase balanced competence between attitude, skill, and knowledge. The competence not only focuses on cognitive but also students' attitude and students' skill.

During the implementation of 2013 curriculum, it had been revised. In 2016 there is a revision and the revision continued until 2017. Therefore, the curriculum that used today is 2013 curriculum 2017 revision. The focus of 2013 curriculum revision is to increase the correlation or the connection between the core competence (KI) and the basic competence (KD).

The revision of 2013 curriculum in 2017 is integrating improving character education (*Penguatan Pendidikan Karakter)* in teaching and learning process. The characters that improved are: religious, nationalism, independence, cooperation, and integrity. Integrate literacy; 4C skills (Creative, Critical thinking, Communicative, and Collaborative); and integrate HOTS (Higher Order Thinking Skill).

## F. Previous Study

The previous studies on textbook content analysis are the studies that were done by the other researcher to evaluate the textbook. Here, the researcher has two previous studies.

In the previous study there is a study entitled "*The Content Analysis Of English Textbook Used By First Grader Of Senior High School Level "Look Ahead" Published By Erlangga"* that was done by Yuanovita Prihatianti Fitria (2011). This research analyze whether "Look Ahead" textbook for senior high school is considered relevant to the EFL textbook evaluation criteria or not. This research also expected to find out what criteria fulfilled by English textbook "Look Ahead". The evaluation criteria used in this research is based on the criteria

from Jahangard (in The Asian EFL Journal, 2007). The results of the research are (1) "Look Ahead" is considered relevant to the EFL textbook evaluation criterion which can be seen from the total number of relevancy, and it belongs to completely relevant.

The other previous study is a study that analyzes the content suitability of English Textbook for Tenth Grader that was done by Anisa (2016) entitled "*A Content Analysis of English Textbook for Tent Grader "Bahasa Inggris X" published by Pusat Kurikulum Perbukuan*". The researcher analyze whether "*Bahasa Inggris X*" textbook fulfill English textbook evaluation criteria or not. Here, the researcher use criteria from Cunningsworth(1995). The researcher compares the content of the book with textbook evaluation checklist from Cunningsworth (1995) through Qualitative Content Analysis by applying mix method in analyzing the data.

The finding shows that the fulfillment of aims and approaches criteria is 87.5 %, for design and organization criteria is 83.3 %, language content criteria had the fulfillment of 80%, the fulfillment of language skills criteria is 75%, for topics criteria is 92.8 %, for methodology criteria is 78.5%, for teacher's book criteria is 70 %, and the last fulfillment for practical considerations criteria is 62.5%. Therefore the research has the result that the book fulfilled the criteria of good textbook based on Cunningsworth EFL Textbook Criteria.

From the previous study which explained above, both of them have similarity in analyzing book from EFL. However, they have differences each other. The first previous study analyze a book that published by a publisher that is *Erlangga* while the second previous study analyze a book published by the government through *Pusat Kurikulum Perbukuan*. In addition the textbook evaluation criteria used on those researches is also different. The first one used textbook evaluation criteria from Ali Jahangard (2007) while the second one use textbook evaluation criteria from Alan Cunningsworth (1995).